AN EXPLORATORY STUDY OF THE INSTITUTIONAL FACTORS RELATING TO THE QUALITY OF SOCIAL GREEK LETTER SOCIETIES

by

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ABSTRACT

Title of Dissertation: AN EXPLORATORY STUDY OF THE INSTITUTIONAL FACTORS RELATING TO THE QUALITY OF SOCIAL GREEK LETTER SOCIETIES

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This exploratory study sought to describe which institutional interventions and/or factors seem to make a difference in high quality Greek (fraternity and sorority) communities. The research provided a descriptive analysis of the institutions which host Greek letter communities identified as promoting the positive ideals of the Greek experience. Through a revised Council for the Advancement of Standards Self Assessment Guide (CAS-SAGR) measurement tool, several factors important to Greek community success were postulated. The institutions were identified by experts familiar with the fraternity and sorority arena (e.g. national executive directors of fraternities and sororities, Association of Fraternity Advisors national board members) as hosting Greek letter communities with chapters which embody the ideals and founding principles of leadership, service, academic excellence, and character/personal development; and have Greek self-governance systems of high quality.

Greek communities from sixteen campuses were selected as those that best represented high quality fraternity and sorority systems. Four individuals at each campus completed the CAS-SAGR instrument. The CAS-SAGR instrument included 14 categories which represented dependent variables in the study. Each category contained several items which asked respondents to rate the importance of the item to their Greek community and how well they accomplished the variable. The data from these surveys were analyzed using Manovas and several correlations based on the independent variables of size and type (e.g. public or private). The results of the Manovas showed no statistical significance for either variable of size or type which suggests more similarities between quality Greek communities. Additionally, Cronbach alphas were applied to the CAS-SAGR instrument to provide an initial screening for reliability. Of the fourteen categories of measurement on the CAS-SAGR, eleven had alpha scores above .60.

The identification and description of the 16 institutions, representing varied sizes and types, which host high quality Greek life communities, provides practitioners with prototypes for Greek systems to use when looking at improving their Greek community. The results of this research provide "models" of Greek communities where the founding principles and ideals may be approximating realization.

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CHAPTER I

INTRODUCTION

Fraternities and sororities have existed on the college campus for well over 200 years. As an important component of co-curricular programs for some undergraduate students, Greek organizations have historically supported the central mission of universities and colleges by providing an enriched out-of-class learning experience (Arnold & Kuh, 1992). Fraternal organizations are generally characterized by a tradition of involvement and leadership in campus life (Arnold & Kuh, 1992; Astin, 1977, Astin, 1985; Baier & Whipple, 1990; Kuh & Lyons, 1990; Malaney, 1990; Manley, 1997; Thorson, 1997). Several researchers (Astin, 1977, Astin, 1985; Kuh, Schuh, Whitt & Associates, 1991; Kuh & Lyons, 1990; Thorson, 1997) argue that this involvement helps serve the institutional mission in important ways.

In general, universities and colleges have been supportive of both the ideals and goals of individual fraternity and sorority chapters and, collectively, of Greek communities (the term "Greek" refers to all the general/social fraternities and sororities). Greek organizations' founding principles and present day goals promote personal development and a strong sense of individual and corporate identity with the institution as well as post-graduate association (Nelson, 1984; Thorson, 1997).

Through an analysis of several Greek letter organization mission statements, creeds, purposes, values, and goals (University of Maryland at College Park, "A Foundation for the Future," 1995), Greek organization ideals include the promotion of good scholarship, the advancement of leadership, service to the larger community,

individual and group initiative, self governance, and an array of interpersonal and social skills development. All inter/national fraternity and sorority statements reviewed included a tenet about academic achievement. Language supporting the leadership development of members and philanthropic support is common. Additionally, there is support for character/personal development of members, and friendship through brotherhood and sisterhood.

The mission and values of Greek organizations are complementary to those found in the mission statements of colleges and universities (American Council on Education, Guidelines on the Relationship of General College Fraternities with Institutions of Higher Education, 1985; Manley, 1997). The three traditional missions of higher education include teaching, research and service (Balderston, 1974). The National Association for Student Personnel Administrators (1989) proposes that institutional missions include the preservation, transmission and creation of knowledge, the encouragement of personal development, and service to society. Kuh et al. (1990) argue that "the mission provides the rationale for what a college or university is and aspires to be and the yardstick used by students, faculty and others to determine if their institutional policies and practices are educationally purposeful" (p. 4). The espoused principles of Greek organization mission statements reflect the larger mission and purpose of the host institution.

As an important student subculture of the campus, Greek organizations can play an integral role in assisting with student development. "Subcultures are positive forces when they engender a sense of identity, cohesiveness, and loyalty to the

institution" (Kuh & Whitt, 1991, p. 59). The intense sense of identity, through symbols, rituals, and traditions for which Greek organizations are known and perpetuate, has the potential of positively connecting a student to the campus. Boyer (1987) argues that higher education must help students understand their interdependence and "...what it means to share and sustain traditions" (p. 195). On many large campuses, the mere size of the institution impedes community. The breaking down of the campus into more human scale communities through smaller student subcultures (residence hall floor or fraternity) helps provide a sense of identity for students. Greek organizations can provide meaningful relationships, a sense of community and connection to the campus, as well as a strong feeling of identity. They can also be negative components of the student culture, perpetuating antithetical goals and troublesome behavior.

In the mid to late 1980s, Greek organizations were attracting members in record numbers. Over 650,000 undergraduates were affiliated with Greek letter groups in 1989. Of the 2000 four year (two year institutions do not host Greek letter organizations) American and Canadian universities, about 46 percent or 920 institutions hosted Greek systems (Egan, 1985). While undergraduate membership has fallen in the last decade, student support for joining Greek chapters continues.

The relationship between a university or college and its Greek community is one that can be mutually beneficial. Greek chapters can enhance the quality of life for students on campus by providing a range of opportunities for meaningful individual involvement and growth. Life-long commitment to a Greek organization can result in

greater alumni involvement and service to a university (Nelson, 1984; Thorson, 1997). On many campuses, however, the relevancy and complementary character of Greek organizations are being seriously questioned (Ackerman, 1990; Kuh, Pascarella, & Wechsler, 1996; Lord, 1997; Maisel, 1990; Pavela, 1995c; Smith, 1987; Stump & Sullivan, 1990). Negative incidents including the poor behavior of members in these organizations have led many institutions to reconsider their relationship with Greek groups (Gose, 1997; Pavela, 1995f). Institutions worry that a close relationship (active institutional advising support, facilities for chapters, etc.) will bring more unwanted litigation to the institution as well as negatively affect the campus community and Greek student members.

Greek organizations have the potential to affect student development in powerful and lasting ways. Organizations which ultimately and cumulatively manage to promote leadership, foster scholastic excellence, encourage community service, and develop life-long friendships deserve a prominent place in a college community. Unfortunately, many Greek organizations have failed to regularly and predictably live up to the values and principles articulated by their founding members (Arnold & Kuh, 1992; Kuh et al., 1996; Maisel, 1990; Wells, 1984). This failure has caused many universities and colleges to examine the viability of Greek organizations and, in some cases, to prohibit their continued presence on the campus. Several private colleges such as Amherst, Colby, Franklin and Marshall, and Williams have banned Greek-letter organizations. Other colleges such as Hamilton and Denison have created unique restrictions on the behavior of their Greek organizations. Recently, public

institutions such as the University of Maryland and Miami University have drafted and implemented plans calling for extensive reforms in their Greek communities.

Fraternity and sorority leaders have historically argued that Greek chapters promote scholastic excellence and claim that members have better grades than non-members; help new students in their transition and adjustment to college; retain students through to graduation (Astin, 1985); develop leadership in members (Hughes & Winston, 1987; Malaney, 1990; Thorson, 1997); and help students learn about people from diverse backgrounds (Kuh et.al, 1996). Many of these claims are not supported by the findings of recent research conducted on the experiences of Greek members. Such research shows that fraternity members are more likely than non-members to abuse alcohol (Arnold & Kuh, 1992; Lord, 1997; Tarnpke, 1990; Wechsler, 1995; Wechsler, Kuh, & Davenport, 1996). Research also suggests that fraternity membership has a negative influence on intellectual development and, after their first year, fraternity men are behind their counterparts in cognitive development (Pascarella, Whitt, Hagedorn, Edison, Nora, & Terenzini, 1996). Many campuses find that the academic performance of Greek members is not above that of their peers (Lord, 1997; Pike & Askew, 1990; Thorson, 1997). Additionally, fraternity and sorority members make significantly smaller gains on measures of openness to diversity (National Study of Student Learning, 1995).

While arguments can be made for the presence of leadership development opportunities within the organizational structure of the chapter, recent research suggests that the majority of Greek members do not assume positions of leadership in

their chapters or on campus (Kuh et al., 1996). Furthermore, unabated hazing practices and alcohol poisoning across the country resulting in student deaths (e.g. Massachusetts Institute of Technology, Louisiana State University, University of Southeast Missouri State University, Rutgers University) call the viability of Greek organizations into question in painful ways. These conflicting arguments are at the heart of the current debate on the efficacy of Greek life at many institutions across the country.

Despite the tremendous opportunity Greek organizations have to affect their members positively, and the potential benefits provided to the college or university, the problems associated with Greek membership have become more troubling and critical in recent years than throughout other periods in history. Behavior that ranges from disruptive and antisocial to, at times, violent and destructive, is antithetical to the positive claims of chapter membership. Societal and institutional tolerance for Greek organizations has waned. Incidents of hazing, alcohol and drug abuse, date rape, and scholastic indifference have taken their collective toll on the patience and support of parents, faculty, administrators, community leaders and alumni.

The conflict between the potential benefits of Greek involvement and the demonstrated negative consequences of members' behavior and experiences have fueled debate on college campuses across the country. Administrators ponder the dissonance between stated goals and actual behavior and wonder if the good continues to outweigh the bad. Institutions have attempted to respond to the negative outcomes of Greek life in different ways ranging from banning Greek organizations from their

campus communities to identifying minimum standards of performance for their Greek organizations. Some colleges and universities have linked the behavior problems largely to the existence of chapter housing and have prohibited Greek chapters from having a common living space (Denisen, Colgate, Hamilton). Others have responded by prohibiting first year students from joining Greek-letter organizations until their second semester or second year (Cornell, Villanova, University of Maryland, University of Pennyslvania). The relationship between the university and the Greek organization is being questioned with renewed vigor as institutions search for a response to the criticisms and problems associated with institutional support of Greek organizations.

Statement of the Problem

There is a growing need for research in the Greek life arena that explores the dimensions of successful Greek communities that complement their host institutions. One assumption made is that there are Greek communities across the country which are living up to the founding principles and values of Greek letter societies and are thus complementing their institution's goals and mission, as well as providing their members with rich out-of-class growth experiences. As in Involving Colleges (Kuh & Whitt, 1988), the first piece of this research was to determine which universities and colleges are perceived to host Greek communities that embody the founding principles and ideals of Greek life and to provide an analysis of their institutional support. The goal was to describe what "good practices" exist at these institutions. Identifying quality Greek systems and then examining what institutional factors seem to contribute

to their success was the primary purpose of this study.

A secondary, exploratory, component of the study was to adapt and apply the Council for the Advancement of Standards Self-Assessment Guide (CAS-SAG) for Fraternity and Sorority Advising as a measure of research which could be used in further studies. Since there were no multi-campus research instruments that measured good practices, this instrument could be of future use in subsequent studies that might look more critically at institutional support of Greek communities. Exploring the viability of utilizing this assessment tool for research purposes was an important component of this study.

Purpose of the Study

The purpose of this exploratory study was to describe what institutional factors made a difference in Greek letter communities perceived to be successful at embracing the ideals and founding principles of leadership, service, academic excellence, and character/personal development. Institutional interventions that enhanced or impeded Greek community values and principles, and promoted the highest ideals and goals of the Greek experience at the institutions were also identified for study.

Many institutions are struggling to identify an approach to take with their Greek organizations. Student affairs officers question what contributions to the campus Greeks provide (Kuh et al., 1991). What should the relationship be between the host campus and the Greek system? Are there institutional interventions or good practices that can strengthen existing Greek organizations? Are there institutional factors that impede a Greek community's success? Which colleges and universities

are perceived to host Greek communities that embody the founding principles and values (scholarship, community service, leadership development, character/personal development, brotherhood and sisterhood)? What characteristics are evident in the institutions identified for the study (i.e. state support, size, staffing patterns, etc.)? What is the nature of the relationship between the institution and its Greek community? And how is the institutional support manifested (i.e. physical structures, advising resources, financial assistance, etc.)? As they relate to high quality Greek communities, these questions were explored in this study.

Primary Research Questions

1. What dimensions of the CAS standards are related to good practices at institutions identified with quality Greek communities and do these dimensions differ by size and type of institution?

2. Are the dimensions of the Council for the Advancement of Standards – Self-Assessment Guide Revised (CAS-SAGR) for fraternity and sorority advising consistent with the intended measures and does the instrument demonstrate initial reliability and validity?

Significance of the Study

Approximately one third of America's colleges that host Greek organizations assume some form of control over their fraternities and sororities (Pavela, 1995e, 1995f). This control may be evident, for example, in the form of recognition standards, the employment of institutional staff to administer the standards, and responsibility for housing related concerns. Conversely, another one third maintain a policy of

independence between the college and their Greek organizations (Pavela, 1995e). The middle third support some intervention (staff advising) without completely accepting or denying host ownership. Deciding which approach is appropriate for the college or university is a difficult dilemma for institutional agents responsible for Greek organizations. With an increase in liability and accompanying behavioral problems associated with hosting Greek organizations, many administrators are searching for new and effective ways to manage their Greek communities. There is a great deal of discussion about which approach is prudent, given the challenges of today's college environment.

The American Council on Education (ACE) published a "White Paper" on fraternities and sororities and their relationship with the host institution in 1990 ("Self-Regulation Initiatives: Guidelines for Institutional Action"). As a national leader in higher education issues, ACE argued for institutional reforms in the college and university relationship with its Greek-letter societies. Several guidelines were suggested which were intended to assist institutions in realizing a sound relationship with Greek organizations. The attention of ACE on the question of Greek life practices is an indication of the level to which the Greek dilemma has evolved.

Recent litigation has heightened the fears of campus administrators. While students are considered adults by law and "in loco parentis" is no longer the modus operandi on campus, there exists an implicit if not explicit duty to control student behavior. This interest is heightened if the institution owns chapter housing (e, 1995). In particular, colleges must be concerned if evidence suggests that Greek organizations

do more harm than good (Kuh et.al., 1996).

On the other side of the question, inter/national fraternities argue that it is a student's right to associate freely on a public campus (private institutions are seen to have more legal flexibility in restricting student life) and thus state institutions have no authority to limit that freedom by establishing restrictions on membership and organizational activities (Manley, 1995). This constitutional freedom guarantees fraternities the right to set their own agenda and to develop programs and activities which are free from institutional intervention (Harvey, 1991). While inter/national fraternities want the support of their host institutions, they also want to be free from intervention by the college or university.

As universities and colleges struggle to find the "right answer" for how best to relate to their Greek organizations, there will continue to be greater experimentation with the varied approaches to managing and administering Greek groups. This exploratory study attempted to determine which institutional interventions and factors appeared to characterize Greek systems identified with "good practices." These characteristics may be useful to other institutions when they approach the question of improving their own Greek system or determining an appropriate administrative intervention.

Overview of the Research Design and Methodology

Through the utilization of the Delphi technique (Delbecq, Van de Ven, & Gustafson, 1975), institutions that are perceived to host Greek communities best embracing the founding principles and ideals of Greek life were identified. As

mentioned earlier, founding principles and ideals include: a focus on academic achievement and scholarship; a commitment to community service and philanthropic endeavors; promotion of leadership experiences; character/personal development opportunities; and, a positive focus on developing brotherhood and sisterhood/friendship.

The Delphi technique is a means for "aggregating the judgments of a number of individuals in order to improve the quality of decision making" (Delbecq, et al., 1975, p. 83). A panel of "experts" in the field of Greek life advising and inter/national fraternity and sorority affairs were asked to participate in the study by submitting names of colleges and universities they believed support high quality Greek life programs. Participants in the study included: representatives of the Association of Fraternity Advisors, the National Interfraternity Conference, the National Panhellenic Conference, and the National Pan-Hellenic Council as well as all inter/national fraternity and sorority executive directors.

After two rounds of surveying the Delphi participants, 16 host institutions that best met these criteria and their Greek communities served as the study population. Institutions were identified by two independent variables: type (public versus private support), and size (small, medium and large). This process alone provided interesting information about which institutions are perceived to host the highest quality Greek systems in the country. This research provided new information for professionals interested in investigating further the factors associated with those institutions and their Greek communities.

Once this group of host institutions was identified, each Greek community was examined using a CAS-SAGR for Fraternity and Sorority Advising (1992). This instrument was completed by the Senior Student Affairs officer, the Greek Advisor (or staff member responsible for the Greek life program at the institution), and two student leaders representing two of the Greek governing councils. Scores were then compared across institutions.

The CAS Fraternity and Sorority Advising Standards assessment criteria (see Appendix A) are organized into 13 component parts and include:

1. Mission
2. Educational Programming
3. Program Advocacy
4. Organization and Administration
5. Human Resources
6. Funding
7. Facilities
7. Advising Services
8.
9. Social/Recreational Programming
10. Campus Relations
11. Community Relations
12. Ethics
13. Evaluations

The Self Assessment Guide translates the CAS Standards and Guidelines (1986)

into an evaluation format to aid student affairs units in their self study purposes (CAS Standards and Guidelines for Fraternity and Sorority Advising, 1988).

An aggregate of the information was obtained from all the institutions studied. This information provided insights about the relationship between Greek communities and their host institutions. The study provides examples of good practices that have contributed to a positive association with Greek organizations at the institutions studied.

Definition of Important Terms

Inter/National (Fraternity or Sorority): The inter/national organization is often synonymous with the functions carried on in the headquarters or central office of a fraternity or sorority. The great increase of campuses on which fraternities and sororities are functioning and the associated increase in membership makes central offices and supervisory staff a necessity. The central office which began in a modest fashion, now manages several business functions such as the maintenance of membership records and mailing lists, issuing of various publications, preservation of historical material, checking the financial operations of undergraduate chapters, arranging for annual or bi-annual conventions and conferences, issuing reports of national officers, directing the field staff (often called leadership consultants), participating in interfraternity activities, and taking care of fraternity correspondence (Anson & Marchesani, 1991).

National Interfraternity Conference (NIC): The National Interfraternity Conference is a confederation of 62 men's college fraternities with over 5,200 chapters

on more than 800 campuses throughout Canada and the United States. The promotion of scholarship, leadership, service, and friendship among fraternity members is the NIC'S purpose. NIC was formed in 1909 (Anson & Marchesani, 1991).

National Panhellenic Conference (NPC): In 1902, the National Panhellenic Conference, an organization made up of 26 women's fraternities today, was formed. It is a conference of the women's fraternities each of which is autonomous as a social, Greek-letter society of college women, undergraduates and alumnae. NPC was established to foster interfraternity relationships, to assist collegiate chapters of the NPC member groups, and to cooperate with colleges and universities in maintaining the highest scholastic and social standards (Anson & Marchesani, 1991).

National Pan-Hellenic Council (NPHC): Incorporated in 1937, NPHC consists of the four predominantly Black sororities and the five predominantly Black fraternities and serves as the governing board for these nine groups (Tucker, 1983). The NPHC stresses and provides action strategies on matters of mutual concern for the NPHC member organizations and serves as the conduit through which these actions take place (Anson & Marchesani, 1991).

Pledging: According to Arnold & Kuh (1992), fraternities existed for over 100 years without pledging (the period of time from when the new member signs her or his "bid" or invitation to join the chapter, and full initiation into the chapter). The first pledgeship was not formed until 1886. Prior to that time, new members were automatically selected into membership without a "rite of passage" common today. By the late 1890s, some fraternities had developed badges for the novice member while

actives created pledging periods until "newcomers were judged worthy of wearing the badge" (Arnold & Kuh, 1992, p.114).

Today, pledging periods range from immediate initiation (usually not longer than 72 hours) to upwards of 12-16 weeks. All National Pan-Hellenic Council chapters require immediate initiation. Most National Panhellenic sororities host pledging periods of 4-8 weeks. Fraternities of the National Interfraternity Council have the broadest range of initiation deadlines. Some institutions have mandated maximum lengths for pledging periods.

Hazing: Numerous definitions of hazing can be found. Each college or university has a definition that is generally incorporated in its Code of Conduct. Every inter/national fraternity and sorority has a definition that they submit to their chapters. One of the definitions most quoted is the one developed by the Fraternity Executives Association.

> . . . any action taken or situation created, intentionally, whether on or off fraternity premises, to produce mental or physical discomfort, embarrassment, harassment or ridicule. Such activities and situations include paddling in any form; creation of excessive fatigue; physical and psychological shocks; quests, treasure hunts, scavenger hunts, road trips or any other such activities carried on outside the confines of the house; wearing, publicly, apparel which is conspicuous and not normally in good taste; engaging in public stunts and buffoonery; morally degrading or humiliating games and activities; late work sessions which interfere with scholastic activities; and any other activities which interfere with scholastic activities; and any other

activities which are not consistent with fraternal law, ritual or policy or the regulations and policies of the educational institution.

Relationship Statement: Many institutions have adopted relationship statements of various content and format which serve to clarify the relationship between general college fraternities and the institution ("Guidelines on the Relationship of General College Fraternities with Institutions of Higher Education," 1985). "These statements should include an accurate and up-to-date understanding of expectations, rights, responsibilities, policies and governance" ("Guidelines on the Relationship of General College Fraternities with Institutions of Higher Education," 1985, p. 1).

Institutional Intervention: Intervention on the part of the host institution would generally be in the form of creating and upholding various standards of conduct for its Greek groups. Intervention might take the form of fire inspections for Greek properties, disciplinary action against an entire chapter, or removal of official university recognition from the chapter. Interventions could also include leadership training for the chapter or its officers.

Inter/National Intervention: Intervention on the part of the inter/national organization is similar to that of the host institution. Inter/National organizations also take disciplinary action when chapters fail to meet their standards or obligations to the inter/national office. Ultimately, a chapter's charter (official notice of recognition from the inter/national office) can be removed by the inter/national organization resulting in

the abolition of the local chapter. Without a charter, there is no chapter. Additionally, inter/national organizations sponsor leadership workshops, conferences, and provide on-site visitations to local chapters on an annual or semi-annual basis.

Chapter: The chapter is the local (institution specific) arm of the inter/national organization. After meeting several inter/nationally developed standards or criteria, an inter/national organization provides a group of men or women (often called a colony) with a charter officially recognizing them as a functioning chapter within the inter/national network of the particular fraternity or sorority. Some inter/national organizations have as many as 300 chapters at colleges and universities across the country and in Canada.

Summary

There continues to be growing concern about the future of Greek letter organizations on the college campus. While these organizations have long and rich histories intertwined with the growth and development of American higher education, institutional and societal tolerance of the shortcomings of Greek organizations is waning. Present day practices of many Greek chapters and members often conflict with the founding values and ideals espoused by the groups. Many affiliated with Greek organizations in higher education wonder if fraternities and sororities will continue to be an integral component of the co-curricular life on campus in the years to come. Many wonder if the negative aspects of the Greek experience overcome the potential benefits of membership to individuals and the institution.

In many cases, Greek organizations may be eliminated from institutions unless

significant changes are made to improve the quality of involvement students experience as members. When Greek membership clearly enhances a student's collegiate life and when Greek organizational ideals are reached, institutions may be less likely to consider eliminating their support. The failure of Greek organizations to live up to their ideals and principles purposefully and consistently, coupled with concerns about institutional liability, have led administrators to seriously question the value these organizations provide to the college or university.

"Perhaps we've relied too much on chastisement and punishment in our approach to fraternities, and not enough on actively leading them in better directions. It could be we've asked too little of fraternities, and given up in exasperation when our expectations were fulfilled" (Pavela, 1995c, p. 510). Are there colleges and universities that hold fraternities and sororities to higher standards and are making a positive difference in these student subcultures? What appear to be good practices at work in the host institutions studied? As more institutions disassociate themselves with their Greek communities, there needs to be a deeper understanding of what helps these organizations live up to the ideals and principles which their founding members espoused and which colleges and universities are struggling to find evidence of today.

CHAPTER II

REVIEW OF THE LITERATURE

The literature considered relevant to this study is reviewed in three sections. The first section examines a number of issues and concepts central to an understanding of the role of Greek letter organizations in American higher education. This includes a brief history of the Greek letter society movement, an analysis of the ideals and principles of Greek letter organizations, an examination of the problems associated with Greek chapters, and an overview of the interventions currently being undertaken at various colleges and universities to address Greek organization dissonance with the institutional mission.

Section two examines how institutional practices and policies, presidential and administrative leadership, and institutional culture effect student organization functioning and success. A summary of the relevant research in these areas is presented.

The third section of the literature review examines the theoretical constructs underlying environmental assessment and the ways in which researchers have attempted to investigate the impact of campus ecology on student life and development. It is important to note that some of the concepts and constructs presented in this review are interrelated, and therefore, information presented may tend to overlap in various sections.

An Overview of Greek Letter Societies

The History of Greek-Letter Societies in American Higher Education

> The College fraternity stands for excellence in scholarship [and] accepts its role in the moral and spiritual development of the individual. Recognizing the importance of physical well-being, the college fraternity aims for a sound mind and a sound body. (National Interfraternity Conference Decalogue in Arnold & Kuh, 1992, p.3)

The first Greek-letter society, Phi Beta Kappa, was founded at the College of William and Mary in 1776 as a philosophy and literary group (Johnson, 1972; Robson, 1966; Theiss, 1989). Phi Beta Kappa is credited with serving as the first national Greek-letter fraternity (Brubacher & Rudy, 1976). Students who founded Phi Beta Kappa were interested in openly discussing the views of the time without the supervision of the campus faculty (Anson & Marchesani, 1991). Espousing the values of friendship and brotherhood, Phi Beta Kappa invoked the Deity at their meetings (Egan, 1985), utilized a peer selection process to determine its membership, and established similar chapters at other campuses including Yale and Harvard.

With the advent of the anti-secret society movement in the 1820s, Phi Beta Kappa became a scholastic honor society (Arnold & Kuh, 1992). Johnson (1972) asserts that the admission of women in 1875 by the Vermont chapter helped to complete the transformation of Phi Beta Kappa from its original character as a men's social fraternity to that of an honor society. Phi Beta Kappa provided the model for fraternities in the 20th century: a Greek-letter name, a Greek motto, an oath of secrecy,

a badge, ritual, a seal, and a secret grip or handshake (Arnold & Kuh, 1992; Johnson, 1972; Robson, 1966).

In the late 18th century, a student's campus life was rigid and structured, supervised carefully by faculty. Students yearned for more autonomy and social interaction, free from oversight and intervention by college masters (Arnold & Kuh, 1992). "Inevitably, what had begun as shared yearning for a livelier life of the mind grew into a broader fellowship. Intellectual pastimes persisted at the center of fraternity life until nearly the end of the nineteenth century: orations, debates, the reading of original poems as well as scientific and scholarly papers" (Anson & Marchesani, 1991, pp I-II).

Greek-letter social societies (which evolved into the "general" Greek organizations found on campus today) began to take hold on college campuses in the mid-1800s (Brubacher & Rudy, 1976; Rudolph, 1962). From the founding of the so-called Union Triad in the 1820s (three fraternities which were founded at Union College) to the 1840s, many colleges felt the presence of these new social organizations (Malaney, 1990; Rudolph, 1962). Kappa Alpha, one of the Union Triad, was founded in 1825 and is widely recognized as the first social Greek-letter fraternity (Rudolph, 1962). "Before they quite knew what had happened, most college presidents found that their undergraduates had ushered into the American college community a social system that they had neither invited nor encouraged" (Rudolph, 1962, p. 145). By the end of the 18th century, fraternities had displaced literary societies as the organization of choice (Arnold & Kuh, 1992).

Campus administrators and faculty were ambivalent about the rise of fraternities from their inception. Many, both in academia and the larger society, were bitterly opposed to them on the grounds of secrecy (Brubacher & Rudy, 1976). While many faculties tried to eradicate fraternity life from the confines of the campus, the anti-fraternity movement ultimately failed to achieve the support necessary to finish the task (Brubacher & Rudy, 1976). Many college presidents attempted to rid fraternities from their campuses. Presidents Eliphalet Nott of Union College and Mark Hopkins of Williams College both tried to abolish fraternities. Nott gave up after a year and Hopkins was overruled by his board of trustees (Horowitz, 1987). "Once they took hold, fraternities entrenched themselves in colleges with a strength and intensity that has baffled observers for over a century" (Horowitz, 1987, p. 39).

The introduction of the fraternity house in the mid-1800s changed the role of fraternities on the college campus. Fraternities gradually moved from groups that met together to groups that lived together. "The fraternity house is believed to have strengthened unity, discipline, activities and friendships as is evidenced by the fact that, today, a significant majority of fraternities live in their own houses, either leased or owned" (Arnold & Kuh, 1992, p. 112). Fraternity housing often provided colleges with added bed space for new students. David Starr Jordan, Stanford University's first president, invited fraternities to his campus for the sole purpose of providing housing for students that the university was unable to construct with its own resources (Arnold & Kuh, 1992).

During this same time period, women's fraternities or sororities were founded

as were professional and honorary fraternities. Alpha Delta Pi is considered the first women's fraternal organization, having been founded as the Adelphean Society in 1851 (Robson, 1966). By the turn of the century, fraternities and sororities became the organizations of choice for many campus coeds (Brubacher & Rudy, 1976).

For many students, the appeal of fraternities was great. They provided avenues for sociability and good fellowship and "enabled socially ambitious undergraduates to gain recognition as members of a special college caste" (Brubacher & Rudy, 1976, p. 128). "The fraternities offered an escape from the monotony, dreariness, and unpleasantness of the collegiate regimen" and offered "various escapes-drinking, smoking, card playing, singing, and seducing. .."(Rudolph, 1962, pp. 145-146). Fraternities became an avenue for social status rather than a "haven from an irrelevant curriculum" (Beach, 1973, p.113).

Despite their popularity, there were charges on many campuses (especially state supported institutions in the south and west) that they were antidemocratic and exclusive. In 1913, Mississippi's highest court upheld as constitutional a statute outlawing fraternities and sororities at state-supported colleges and universities. The case was appealed to the United States Supreme Court, and the Mississippi decision was upheld (Brubacher & Rudy, 1976).

Entering the twentieth century, fraternities enjoyed rapid expansion and popularity. They continued to grow both at the local and national levels. From 1895 to 1920, the number of chapters of fraternities tripled, and the number of houses owned by fraternities increased eightfold (Beach, 1973). Since 1909, national fraternities have

been served by the National Interfraternity Conference, a coordinating body for its member organizations (Robson, 1966). Alumni began to play a greater role in the administration of their chapters and the organization's inter/national office developed new approaches to the many criticisms leveled at fraternities at the local level. These criticisms included racial and ethnic intolerance, snobbishness and exclusiveness, and that members placed social life ahead of academic life (Brubacher & Rudy, 1976).

From the 1920s through the 1950s the fraternity dominated American colleges (Horowitz, 1987). Fraternities were considered socially prestigious and were responsible for the majority of the social events on the campus. "Nationwide, roughly one-quarter to one-third of all college students in the United States belonged to a Greek-letter society" (Horowitz, 1987, p. 132). Part of this strength was that fraternities and sororities accepted members who were the wealthiest and most worldly of students (Horowitz, 1987).

In addition to the relative wealth of fraternity members, they were also disproportionately represented in campus activities in the 1920s. At the University of Michigan, only 34 percent of the student body were members of Greek societies, but they ran the key organizations on campus. Between 42 and 43 percent of fraternity members participated in extracurricular activities as compared to 12 to 13 percent of independents (Horowitz, 1987). Thirty years later fraternity men still were far more involved in extracurricular activities than were non-members (Horowitz, 1987).

College administrators saw fraternities as an inexpensive way to house, feed, and control students. In addition, the social training and contacts students found were

considered an asset in the world following graduation into an increasingly industrialized and capitalist working world (Sanua, 1994).

"When it came to grades, however, fraternity members of the 1950s scored significantly lower than independents" (Horowitz, 1987, p. 142). Additionally, fraternity members condoned cheating in far greater numbers than non-members. Cheating studies in the 1950s indicate that cheating was a behavior that is "learned especially well in the fraternity house" (Horowitz, 1987, p. 143).

Prejudice among college students found its institutional form in the college fraternity. The system was effectively barred to Jewish students because of Christian symbolism inherent in fraternity rituals, the reluctance to share living space with them, and most often explicit racial and religious restrictive clauses in fraternity constitutions (Sanua, 1994). Fraternities barred both Jews and Blacks from membership. Such exclusion was intolerable for Jews who retaliated and formed a completely parallel fraternity and sorority system which functioned separately from the Gentile groups into the 1950s and in some cases well into the 1960s (Sanua, 1994).

Zeta Beta Tau, founded in 1898 as a college Zionist youth organization, became a fraternity for Jews. "Negroes founded their parallel Alpha Phi Alpha" (Horowitz, 1987, p. 146). After World War II, both Jews and African-Americans sought membership in restrictive fraternities. Eventually, the national organizations gradually dropped their discriminatory clauses and permitted minorities to join. While some groups accepted a token member, most fraternities actively practiced discrimination until the 1960s (Horowitz, 1987). De facto discrimination continues as

a practice today on some campuses.

The Greek movement survived the turbulent years of the 1960s. While not popular with the majority of students, fraternal life continued unabated. In the 1980s, Greek life evidenced an upsurge in membership (Horowitz, 1987). While Greek systems were abolished at Colby and Amherst, many other campuses were welcoming new chapters and the opportunity for students to experience Greek life because of the belief that Greek organizations could provide enriched out-of-class experiences for members.

The past decade (1990-2000) appears to have signaled a significant change for the Greek movement. While Greek-letter societies have overcome hurdles and obstacles throughout history, they continue to draw criticisms today. Arguments of anti-intellectualism, racism, sexism, hazing, and alcohol abuse are not new concerns aimed at Greek organizations on the college campus. Critics appear however, to be gaining more momentum as reforms in Greek communities are sweeping across the country. Even some inter/national fraternity executives have raised concerns about the viability of Greek chapter longevity (Reisberg, 2000). Membership fell dramatically during the last decade of the 20th century. The average fraternity chapter size fell from 54 men in 1990 to 38 in 1998 (Reisberg, 2000). The Center for the Study of the College Fraternity (1992) found that the proportion of undergraduates joining Greek organizations fell from 4.4% to 2.5% between 1986 and 1992 while a Student Affairs Survey (1997) found that interest in fraternities and sororities declined by 43% in the 1990s at four-year colleges (Levine & Cureton, 1998).

Some inter/national organizations responded to the criticisms by creating substance-free chapter housing (Phi Delta Theta, Sigma Nu, Phi Gamma Delta); by abolishing the pledging period (Phi Sigma Kappa, Zeta Beta Tau, Tau Kappa Epsilon, all NPHC fraternities and sororities) or limiting the pledging period to four or six weeks (Kappa Alpha Theta, Gamma Phi Beta); and by raising the academic standards for membership (Delta Delta Delta, Kappa Alpha Theta). The sporadic nature of these inter/national organization reforms made it difficult for institutions to make comprehensive changes in a Greek community.

One of the arguments in the case for abolishing or reforming Greek organizations is that the values that the groups espouse through their mission statements and founding principles are inconsistent with the behaviors observed on campus. Arnold and Kuh (1992) in their monograph, "Brotherhood and the Bottle: A Cultural Analysis of the Role of Alcohol in Fraternities," found that the groups' enacted purposes or values, as demonstrated by behavior, differ from the purposes and values espoused by the group (noble aspirations). This dissonance between espoused values and enacted values is at the core of recent reformations. A review of the espoused values and aspirations of Greek organizations follows.

Greek Ideals

Although Greek organizations found on college campuses today evolved somewhat differently than did Phi Beta Kappa, they were nevertheless founded on similar principles and aspirations. Creeds extol virtues such as "the promotion of good fellowship and the cultivation of the social virtues among its members" (Phi Kappa

Sigma purpose); "Young men who join the Fraternity grow in friendship, scholarship, leadership, sportsmanship and citizenship" (Sigma Nu Fraternity purpose); "We seek the highest ideal of womanhood, and we try to gain this ideal by cultivating not only the power and passion for seeking intellectual development but also, the spirit of love and charity." (The Purpose of Alpha Phi)"..men of distinguished talents and acquirements endued with a high sense of honor and possessed of a laudable ambition.. ." (Phi Gamma Delta Purpose); "The mission of Alpha Epsilon Phi Sorority is to create and sustain lasting friendships, excellence in academics, and moral and ethical integrity." (Mission statement, Alpha Epsilon Phi); "The True Gentleman is the man whose conduct proceeds from good will and an acute sense of propriety, and whose self-control is equal to all emergencies..." (Sigma Alpha Epsilon, "The True Gentleman"). These founding principles and values have been, and continue to be, complementary components of the college mission.

Complement to the academic mission. The promotion of good scholarship and attainment of academic excellence are essential to the purpose of the college fraternity (Robson, 1966). Conflicting evidence suggests that while scholarship is an integral purpose of the college fraternity, chapters are not always the embodiments of academic life on campus (Horowitz, 1987; Lord, 1997).

Greek organization mission statements reflect the collaborative nature of the fraternity experience with academic life. Examples include: "The intellectual ambition of the Fraternity shall be the attainment of highest scholarship" (Kappa Alpha Theta Fraternity Purpose); "High scholastic achievement has always been one of Phi Gamma

Delta's basic purposes as a college fraternity" (Phi Gamma Delta handbook); "The pin is an open book representing knowledge" (Sigma Gamma Rho Sorority, Inc.).

Many in the fraternity world claim that joining a Greek-letter society will assist members in graduating. It appears that this claim has merit in studies that have been done on retention of members until graduation. Alexander Astin (1985) in his work on student involvement in college, found that membership in fraternities increased a student's chance to graduate by 6% to 9%. A recent study of college dropouts completed at the University of Missouri at Columbia found that Greek members had a 28% higher retention rate than non-members (Thorson, 1998). Winston and Saunders (1987) reported on a number of studies that confirm that Greek members are less likely to withdraw and are more satisfied with the college experience. In the early 1960s, the US Office of Education released a retention study which claimed that 59 percent of fraternity men graduated while only 47 percent of men who attended schools without fraternities graduated (Robson, 1966). Astin (1977) notes a positive outcome of fraternity and sorority membership by reporting "Fraternity and sorority membership has a substantial positive effect on persistence, overall satisfaction with college, and satisfaction with instruction and social life" (p. 222).

Winston and Saunders (1987) concluded after reviewing 25 years of research that there is no evidence to suggest that students who join fraternities and sororities become better or worse academic achievers. Membership seemed to neither help nor hurt academic performance. They did find that individual differences between chapters are great and where one chapter may assist members in their academic pursuits,

another chapter may negatively effect academic performance. Astin (1993), however, found a negative association between students' GPA and fraternity and sorority membership.

Binder (1997) found that there were three variables relative to the academic success of a fraternity member: the member's SAT score, the chapter's GPA, and the academic degree to which the member aspired. Binder found that if a member joined a chapter which cared about grades, the member's grades improved. The converse was also true. At two-thirds of colleges with fraternities, the average GPA of fraternities is lower than the all-men's average (Lord, 1997). The Center for the Study of the College Fraternity (CSCF) 2000 report indicates that only 31.4% of private institutions and 18.8% of public institutions reported fraternity GPAs higher than the all-men's GPA. Sororities fared better. On private campuses, 56.8% of sorority GPAs were higher than the all-women's average. On public campuses, 43.4% of sorority GPAs were higher than the all-women's average. The study also reported that GPA requirements for pledging and initiation were significantly more likely at small institutions (those less than 5000 students).

Developing leadership and citizenship in members. "Since it began, the college fraternity has served as a laboratory for leadership in a democracy. The obligation of the chapter to teach public leadership is foremost" (Robson, 1966, p. 29). Developing leadership skills in members, creating opportunities to practice those skills, and recognizing members for leadership achievements have always been instrumental dimensions of the fraternity's purpose (Arnold & Kuh, 1992; Horowitz, 1982; Robson,

1966). Astin (1993) found a positive association between a student's self-reported growth in leadership abilities and fraternity and sorority membership. Indeed, leadership development may be the most recognized trademark of the fraternal experience given the number of leaders who have emerged from fraternity and sorority roll books. Numerous chief executive officers of major corporations, political leaders, professional athletes, film stars, and university presidents are affiliated with Greek organizations (Robson, 1966). Members of Greek groups are present in educational, political, religious, cultural, and artistic arenas.

Fraternity and sorority ideals reflect this emphasis on leadership as is evidenced in many fraternity purpose or mission statements. "An unusual feature of Delta Sigma Phi is Engineered Leadership, a dynamic program of personal growth for chapter members" (Anson & Marchesani, 1991, p.III-44). "Alpha Omicron Pi is an inter/national women's fraternity whose purpose is to...enhance personal and leadership development"(Mission Statement, Alpha Omicron Pi). "Sigma Nu places its highest priority on its mission to produce ethical leaders for society" (Sigma Nu).

Serving the community. The support of philanthropic endeavors is an important aspect of developing chapters and their members (Anson & Marchesani, 1991; Goodale, 1988). Most national organizations support causes and philanthropic organizations such as breast cancer awareness (Zeta Tau Alpha), advocating for the disabled (Pi Kappa Phi), or working to prevent domestic violence (Alpha Chi Omega). Delta Gamma's original motto was "Do Good," giving them a philanthropic orientation from the earliest days (Anson & Marchesani, 1991, p. I-19).

Most of the nine historically African-American fraternities and sororities explicitly state a commitment to community service efforts in their founding principles. "Zeta (Phi Beta) has been outstanding in carrying its share of community relief work, in participation in voluntary war services, in the armed forces here and abroad, in contributing to organized charity..." (Anson & Marchesani, 1991, p. IV-85). Black fraternities had a special purpose to "assume a leadership position in aiding in the uplift of the race" (McKenzie, 1990, p.32).

A recent study of 2200 Greek and non-Greek college graduates confirmed that the lessons learned as community servants while in college continue past graduation (Thorson, 1997). "Greek participation in community organizations as alumni is greater than non-Greek participation. Greeks have a greater level of 'social capital,' a concept of investing time, energy and money to improve the quality of life in one's community" (Thorson, 1997).

Character/Personal Development. Fraternity rituals are filled with words such as honor, trust, respect, humility, courage, and tolerance. Central to the mission of the fraternity is the creation of individuals who learn about responsibility, to others and to self (Goodale, 1988; Robson, 1966). High ideals and high moral and ethical teachings are central to the theme of most rituals. "The new member is instructed as to the high purposes of the group and of the responsibility which membership requires" (Anson & Marchesani, 1991, p. I-l 3).

Greek organizations promote values such as"... a good name is rather to be chosen than great riches" (Phi Sigma Kappa); and "Kappa Delta teaches the value of

altruism, belief in human dignity and concern for fellow human beings..." (Mission Statement, Kappa Delta). "Its purposes are to encourage honorable achievement in every field of human endeavor, to unite in a fraternal bond college men of culture, patriotism, and high sense of honor, and to promote the social, intellectual, and moral welfare of its members" (Kappa Alpha Psi in Anson & Marchesani, 1991, p.III-59). "I believe that our motto, `We Live for Each Other,' expresses the true spirit of fraternity; and that by living this motto my life will be enriched by true friendships and by unselfish service to mankind" (The Creed of Alpha Delta Pi).

Fraternities and sororities place high value on educating student members on the rights and responsibilities associated with being a citizen of their local and global communities (Goodale, 1988). Students learn valuable interpersonal communication skills by participating in membership recruitment activities; learn to interact with alumni, national organization representatives, and university staff and faculty in the accomplishment of chapter goals and events; learn conflict resolution skills by having to work cooperatively with other chapter members; and, learn time management skills as they juggle their academic commitments with fraternal obligations, work, and relationships (Arnold & Kuh, 1992; Cufaude, 1990; Goodale, 1988; Kuh & Lyons, 1990; Robson, 1966).

Community building. Greek organizations band together as a smaller community within the larger campus community. Generally, Greek chapters are members of coordinating or governing councils representative of the larger national conferences for women's or men's groups, or historically African-American groups

(Anson & Marchesani, 1991). These governing or coordinating bodies promote collaboration and self-governance among member groups. Historically, Greek organizations contribute to the social fabric of the campus community and have elaborate mechanisms for involving members in campus activities (Horowitz, 1989; Robson, 1966).

The nine historically African-American fraternities and sororities which comprise the National Pan-Hellenic Council provide a particularly important community building function within the African-American community on campus. These organizations have a rich history of supporting and encouraging African-American students (Malveaux, 1997; McKenzie, 1990). Alpha Phi Alpha Fraternity, Inc., for example, has been active in the civil rights movement, has established a campaign to increase African-American participation in higher education, and has been active in school integration efforts (Anson & Marchesani, 1991).

In the past decade, Asian American, Latino, and Gay and Lesbian fraternities and sororities have joined the more established Greek organizations with fraternal societies of their own. Much like the National Pan-Hellenic Council groups, these organizations have a special mission to support and encourage the development of their constituents through the bonding experiences a Greek society provides. While small in number and, in most cases, without the support of an organized national office and accompanying staff, these new members of the Greek experience bring a unique perspective to Greek communities across the country. The Lambda 10 Project was

created in 1995 to heighten the visibility of gay, lesbian, and bisexual members of the college fraternity by serving as a clearinghouse for resources related to sexual orientation and the fraternity/sorority experience (Windemeyer & Freeman, 1998).

One of the distinctive features of the Greek experience is the opportunity to be involved in the life of the chapter after graduation. Whether through involvement in a local or regional graduate or alumni chapter, or through advisement and guidance of the undergraduate chapter, alumni have a number of ways to continue to serve their Greek organization. National Pan-Hellenic Council organizations provide an opportunity for graduates who did not affiliate during their undergraduate days to join the fraternity or sorority after graduation. They host graduate chapters that function similar to undergraduate chapters. This close alliance with the fraternity or sorority often pays dividends for the college or university in the form of involvement in campus affairs and financial contributions (Nelson, 1988; Thorson, 1997). More than virtually any other student group, fraternities and sororities provide a structured means by which alumni can spend a lifetime interacting with their classmates and maintaining an effective bond to the institution.

Promotion of life-long friendships. The creation and nurturing of life-long friendships are powerful aspects of the fraternity culture. Fraternities and sororities play an integral role in helping new students transition from high school to college and provide opportunities necessary for student development and maturation to occur (Cufaude, 1990). "The Greek system is one of the best educational and developmental environments available to college students on campus today . . . [and] has all the

necessary elements of a perfect developmental environment, especially for students in the early years of college" (Strange, 1986, p. 522).

In many cases, chapter activities are structured to provide members with collegiate siblings and, in chapter residences, a "home away from home" feeling. "The familial nucleus is maintained in fraternities and sororities with terms such as brother, sister, pledge mom and pledge dad, and little sisters" (Jakobsen, 1986, p. 524). Big brother/sister programs encourage bonds between new and experienced students. Alumni provide guidance and assistance with career exploration and development. Some national fraternities and sororities provide great assistance with job opportunities for graduating seniors through a network of alumni. These organized mechanisms at both the local and national levels have the potential to promote friendship through brotherhood and sisterhood activities unlike those found in many other campus organizations.

Summary. Greek organizations are structured to promote values and ideals consistent with those found in institutions of higher learning. The founding purposes which include the promotion of academic excellence, service to others, and the development of leadership, are congruent with the purposes of colleges and universities and can enhance student development. Unfortunately, many institutions have found that the espoused purposes and founding principles of Greek organizations are inconsistent with the behaviors and attitudes of the current members (Ackerman, 1990; Arnold & Kuh, 1992; Gose, 1997; Kuh, et al., 1996; Madson, 1988; Maisel, 1990; Reisberg, 2000; Strange, 1986).

While not new criticisms, the tolerance of campus administrators and faculty has disappeared at many institutions. The most common criticisms include: alcohol abuse, hazing practices, anti-intellectual cultures, and behaviors ranging from violent to anti-social. These and other problems related to the Greek experience are discussed in the following section.

Problems Associated with Greek Organizations

Despite the positive attributes espoused in Greek rituals and founding purposes, numerous research studies and newspaper editorials paint a different portrait of the Greek experience. Charges of alcohol abuse (Arnold & Kuh, 1992; Faulkner, Alcorn, & Gavin, 1989; Goodwin, 1990; Gose, 1997; Hendren, 1988; Johnson, 1997; Lord, 1997; Manley, 1997; Tampke, 1990; Wechsler, 1995), rampant hazing practices (Arnold & Kuh, 1992; Buchanan, Shanley, Correnti & Hammond, 1982; Gose, 1997; Horowitz, 1987; Madson, 1988; Malveaux, 1997; Nuwer, 1990; Ruffins, 1997), anti-intellectual behaviors (Ackerman, 1990; Horowitz, 1987; Kuh & Lyons, 1990; Lord, 1997; Madson, 1988; Maisel, 1990), lack of appreciation for diversity (Arnold & Kuh, 1992; Bryan, 1987; Horowitz, 1987; Madson, 1988; Maisel, 1990), and general behavioral concerns (Arnold & Kuh, 1992; Bryan, 1987; Horowitz, 1987; Madson, 1988; Manley, 1997; Nuwer, 1990; Reisberg, 2000) have eroded the patience of administrators, faculty, students, community leaders, parents, and alumni.

Alcohol abuse. The most prevalent concern expressed in research studies involving Greek chapter members relates to the abuse of alcohol. While this concern is clearly not limited to fraternity life (Carnegie Foundation for the Advancement of

Teaching, 1990), a number of recent studies highlight the increased concern of alcohol use and abuse in fraternity and sorority chapters (Arnold & Kuh, 1992; Faulkner et al., 1989; Goodwin, 1990; Hendren, 1988; Johnson, 1997; Klein, 1989; Kraft, 1985; Kuh, et al., 1996; Lord, 1997; Tampke, 1990; Wechsler, 1995).

Two recent fraternity drinking deaths, one at Louisiana State University (August 1997) and the other at the Massachusetts Institute of Technology (September 1997) highlight the dangerous nature of this problem. One death occurred on "Bid Night" after the new member received his bid to join the fraternity while the second death occurred on the night the new member received his fraternity "Big Brother." Both deaths resulted from drinking inordinately large amounts of alcohol at fraternity sponsored activities. Both victims were under the legal drinking age.

Arnold and Kuh (1992) performed a cultural analysis of the role of alcohol in four fraternities at two institutions to determine the use and abuse patterns of chapters and their members. Cultural perspectives were used to determine the relationship between alcohol and fraternity life in the hope of understanding "why alcohol use seemed to be so widespread and difficult to control in fraternities" (Arnold & Kuh, 1992, p. ii). They focused on what they describe as the "hidden underbelly" (p. ii) of Greek life. They concluded that "the excessive amount of alcohol use and alcohol artifacts found in chapters seemed more appropriate for a drinking club, not a place where young men are committed to academics, philanthropy and leadership (Arnold & Kuh, 1992, p. 65). Furthermore, they found that use of alcohol became synonymous with sexist behavior. Alcohol was given to or withheld from pledges by actives as a

status determinant; was a dominant artifact in fraternity culture; and was viewed by the members as a necessary means to the desired end of making pledges into brothers.

Arnold and Kuh suggest several recommendations to limit the negative influence of alcohol on chapter members. These recommendations include: defer rush until the final month of the first year or the second year of a student's academic career; and, if there is a fraternity house, require a live-in advisor. They also suggest that chapters alter recruitment strategies so that students from different racial and ethnic groups and cultures are appealed to (Arnold & Kuh, 1992). They conclude that "while an institution's context surely influences fraternity life in many ways, our judgment is that the role of alcohol in group life would be not much different no matter at what type of college or university the fraternities in this study were located" (Arnold & Kuh, 1992, p. 88). They believe that significant cultural change is necessary to eliminate the focus on alcohol in fraternities and that change will occur only if the student leaders make it happen. "Nationals and institutions lack the knowledge and skills to undertake cultural change in local chapters" (Arnold & Kuh, 1992, p.88).

Other studies have measured the drinking patterns of fraternity and sorority members through the use of surveys on alcohol consumption among students (Commission on Substance Abuse at Colleges and Universities, 1994; Klein, 1989; Tampke, 1990; Wechsler, 1995). Recent research done by Wechsler and associates (1995) at Harvard University concluded that residents of fraternity and sorority houses were more likely to indulge in drinking binges than their peers. Binge drinking was defined as five drinks in one sitting for a man and four drinks for a woman. For

fraternity house residents, 86 percent had binged while 71 percent of non-resident fraternity members had binged and 45 percent of non-members had binged. Eighty percent of sorority house residents had binged while 58 percent of non-resident sorority women binged and only 35 percent of non-members binged.

While fraternity members are often associated with problem drinking, this study provided illuminating research on the problem with members of sororities. Klein (1989) identified similar findings with residents of fraternities. His study on problem drinking found that residents of fraternities experienced almost twice as many problems as dormitory residents. He also found that members of fraternities and sororities experienced significantly more alcohol problems than non-members. A study (1994) commissioned by the Center on Addiction and Substance Abuse at Columbia University found that fraternity and sorority residents drink more than three times as much as other students.

These studies all point to the conclusion that drinking and alcohol abuse are real problems for Greek organizations. While not exclusive users of alcohol on the college campus, it is clear that fraternity and sorority members, as well as potential members, are heavily influenced by the role of alcohol in chapter activities and events and in the patterns of behavior perpetuated by the groups.

Even fraternity executives acknowledge the damaging role of alcohol as a part of Greek life (Reisberg, 2000). As fraternity membership plummets by as much as 30 percent in some inter/national fraternities, the role of alcohol will need to be more closely monitored, disciplined, and examined. " In trying to replenish their numbers,

several national fraternities have devised programs with such idealistic names as 'Balanced Man Project,' 'Men of Principle,' and 'Journeys' – all of which emphasize academic development, leadership, and community service, while taking the focus off alcohol and hazing" (Reisberg, 2000, p. 3).

As a way to combat the use of alcohol in fraternities, some national organizations, Phi Delta Theta, Theta Chi and Sigma Nu, joined forces to discontinue the consumption of alcohol in chapter houses in 2000. After the death of a member at MIT, Phi Gamma Delta supported this initiative. "..fraternities are seeking to stress their fundamental values through a de-emphasis of alcohol in the chapter houses" (Manley, 1997).

Hazing practices. Hazing is a recurrent theme in the history of fraternity life and has received more attention than any other area of Greek life (Gose, 1997; Horowitz, 1987; Nuwer, 1990; Ruffins, 1997; Wright & Bryan, 1983). The number of hazing deaths reported as a result of fraternity antics varies widely. The difficulty with ascertaining an exact number is that fraternity member deaths are not always attributed to hazing practices. Nuwer (1990) provided a critical examination of hazing in fraternity rituals in his book Broken Pledges. Nuwer reported hundreds of hazing incidents and deaths, some of which were attributed to other means. The first documented hazing death occurred in 1838 and involved class hazing. The first fraternity hazing death is reportedly to have occurred at Cornell University in 1873 (Nuwer, 1990). Eileen Stevens, a mother whose son died in a fraternity hazing ritual at Alfred University in 1978 and the founder of C.H.U.C.K., Committee to Halt

Useless College Killings, says more than 70 college students have died as a result of hazing since 1978 (Gose, 1997).

While hazing deaths are widely reported in the media, many other incidents of emotional distress including embarrassment, degradation, humiliation, as well as physical abuse occur more frequently as part of the indoctrination of new members (Arnold & Kuh, 1992; Buchanan et al., 1982; Gose, 1997; Nuwer, 1990; Richmond, 1987; Ruffins, 1997). Since 1978, all but eight states have passed laws making hazing a felony or misdemeanor crime while national organizations, and colleges and universities have created policies explicitly prohibiting hazing (Gose, 1997; Richmond, 1989; Wright & Bryan, 1983). Some states and institutions make it a crime for persons who "knowingly permit, fail to report, or acquiesce in hazing" (Richmond, 1989, p. 301). Both criminal and civil suits have arisen from hazing deaths and injuries with resulting settlements against student members, national organizations, alumni corporations, and, in some cases, colleges and universities (Gose, 1997; Nuwer, 1990; Richmond, 1989; Ruffins, 1997).

While the legal and institutional penalties have heightened awareness of the ramifications of hazing, fraternity members continue to perpetuate dangerous rites of passage in their organizations (Arnold & Kuh, 1982; Gose, 1997; Nuwer, 1990; Reisberg, 2000; Ruffins, 1997). Even with all the media attention paid to this problem, it persists relatively unabated at many colleges (Nuwer, 1990; Westol in Gose, 1997). Campus administrators find it difficult to break the cycle of abuse in Greek organizations, especially in groups where a culture of secrecy and loyalty exists

(Arnold & Kuh, 1992; Ruffins, 1997). New members are socialized early to accept the abuse as part of group membership. Pledges believe that older members perpetuate hazing in their best interest as well as that of the group (Arnold & Kuh, 1992; Malveaux, 1997; Ruffins, 1997).

> Hazing has always been self-perpetuating. Many pledges who vow that they will end the system when they become brothers instead become some of the worst hazers when it comes their turn to break the initiates. 'The group itself does not think of these things as impossible demands, the author of Victims of Groupthink, Irving Janis, says. They themselves have gone through the initiation rite. The members merely tend to think of what they are doing as simply parallel to what they endured. It's a matter of misjudgment. None of them wants to commit manslaughter. Everyone perceives what is happening as in the range of what has always been done. (Nuwer, 1990, pp. 236-237)

While much of the focus on hazing has resulted from fraternity and sorority initiation rites, other student sub-cultures perpetuate hazing rituals in their organizations. Athletic teams, ROTC, and military campuses all have had their share of hazing allegations (Gose, 1997; Nuwer, 1990). The Kent State hockey program was suspended for one year following an off-campus hazing incident (Nuwer, 1990, p. 319). A student at the United States Military Academy in West Point fell from a 125-foot cliff, breaking his neck in a hazing incident in 1988 (Nuwer, 1990, p. 320). In 1995, a pledge of the Texas Cowboys, a campus spirit group at the University of Texas

at Austin, drowned in a river after a night of alleged hazing (Gose, 1997). While less frequently noted, hazing is practiced in other campus organizations and is not limited strictly to the activities of fraternities and sororities.

In an attempt to eradicate hazing from its organizations, some national fraternities have abolished pledging (Zeta Beta Tau, Tau Kappa Epsilon, Alpha Gamma Rho, Phi Sigma Kappa and all nine NPHC organizations), while others have reduced pledging periods to a maximum number of weeks ranging from two to eight in an effort to alleviate hazing (Alpha Delta Pi, Kappa Alpha Theta, and Gamma Phi Beta). A few campus reforms have also targeted the length of the pledge period and have mandated shorter pledging programs (University of Maryland and Miami University in Ohio). All these attempts at reforming pledge programs are based on the assumption that pledging and hazing go hand-in-hand. When a two-tiered system of membership exists (pledges and actives), there is ample opportunity for the "haves" to abuse the "have nots."

In addition to eliminating or shortening pledge or new member periods, inter/national organizations have mandated more educational requirements for the pledge program and many have re-evaluated existing practices at the local levels to eradicate questionable or non-sensical approaches to educating new members. Even the language has changed from "pledging" to "new member education" in most groups. Nuwer (1990), however, believes that too little is being done to remove the scourge of hazing from chapters. He found that inter/national fraternity representatives blame campus administrators who fail to report or adjudicate hazing violations while

campus administrators fault national organizations and local alumni for failing to take action when infractions occur. Most believe that both entities must work together to stop hazing practices from injuring or killing more young men and women (Bryan & Schwartz, 1983; Richmond, 1989).

Anti-intellectual attitudes. Greek organizations profess to help their members achieve academically yet, "many fraternities are indifferent to academic values and seem to shortchange the education of many members" (Kuh et al., 1996, p. A68). Studies on academic performance as judged by grade point average report conflicting results. A 1986 study by the Center for the Study of the College Fraternity found that 37.1 percent of fraternity men polled had grade point averages below the national average for all male college students while only 22.8 percent had averages above the national norm (Hirschorn, 1988). Pascarella et al. (1994) in a study of 18 colleges and universities found that joining a fraternity during a student's first year of college had a significant negative impact on four cognitive outcomes: reading comprehension, mathematics, critical thinking and composite achievement. In a 1996 study of 2200 Greek and non-Greek alumni, Thornston found that sorority alumnae and non-Greeks were more satisfied with their academic performance than were men's fraternity alumni.

Other researchers (Baier & Whipple, 1987; Pike & Askew, 1990; Winston & Saunders, 1987) found no significant differences in academic performance between members and non-members when SAT scores and/or high school GPA were controlled. One study done at the University of Georgia tested the assumption that

students in chapters with a "party" image would have lower grade point averages than those in other chapters. The results showed no difference between the different kinds of chapters (Binder, 1989).

Still others believe that Greeks are accepting as members students with lower academic credentials (Ackerman, 1990). "...Because the number of members in a chapter is more important than the qualities members bring to an organization, national conclaves now conduct workshops on how to raise chapter grade point averages to the all campus average...criticism comes from concern that Greeks seek as members persons of marginal intellectual abilities.." (Ackerman, 1990, p. 79). Wilder and Hoyt (1986) concluded that Greeks have "certain characteristics that may be antithetical to intellectual values, although socially adaptive" (p. 526). Horowitz (1987) described the fraternity man as typifying what she termed the "college man" culture where hedonistic, anti-intellectual behaviors and attitudes are perpetuated. Arnold and Kuh (1992) confirmed, in the four fraternities they studied, that kind of hedonistic culture continues to be a good descriptor of fraternity life.

While the research data are inclusive, the perception of administrators and faculty is that the Greek experience is detrimental to a student's academic performance. "So strongly felt is the concern that there is a movement across the system to defer rush" (Ackerman, 1990, p. 79). Deferring rush (the membership selection process) would protect an institution's newest students from academic harm during their first semester or year. Proponents of deferred rush (Ackerman, 1990; Kuh & Whitt, 1988; Kuh et al., 1996; Pascarella et al., 1994) believe older, more mature

students would be less likely to suffer academic consequences from fraternity or sorority membership. The CSCF 2000 Status of the College Fraternity and Sorority reported that small institutions (less than 5000 students) were significantly more likely to have deferred rush (at least six weeks after the start of the first semester) than medium or large institutions.

Many inter/national organizations vehemently argue that their chapters have constitutional protection to recruit members regardless of year in school. Their argument is that prohibiting first year students from rushing or joining a Greek organization is an affront to the First Amendment guarantee of freedom to associate (Manley, 1995). Institutions considering deferred rush appear to agree with Milani and Nettles (1987) that "organizations that are purely social and exist only to encourage social interaction do not have a distinct claim to First Amendment protection and do not have a right to recognition" (p. 55).

Lack of appreciation for diversity. Greek organizations were largely discriminatory until the 1960s when groups finally allowed members of ethnic minorities to join (Horowitz, 1987). Some argue that while Greek organization constitutions include non-discriminatory language, the appreciation for diversity is not evident in the membership of chapters (Bryan, 1987; Kuh & Arnold, 1992; Kuh et al.,1996). "In terms of race, ethnicity, and sexual orientation, fraternities tend to be more homogeneous than the student body in general" (Kuh et al.,1996, p.A68). The National Study of Student Learning by Pascarella and colleagues was conducted in 1993 at 18 colleges and universities with over 3300 students. This study found that,

during the first year of college, fraternity and sorority members made significantly smaller gains than non-members did on measures of openness to diversity, which included valuing contact with people from different backgrounds and learning about people from different cultures. Maisel (1988) argues that Greeks promote homogeneity and exclusivity which are in direct opposition to what host universities espouse.

Arnold and Kuh (1992), in their cultural analysis of four fraternities, found that diversity meant different things to fraternity members than what is generally implied by other groups on the college campus. Diversity to fraternity members meant varying degrees of tolerance with respect to individual preferences related to recreation, sports, academic major, and tastes. Nothing in their research suggested that diversity meant embracing people from historically under represented racial or ethnic groups.

There is criticism that the 98 nationally recognized fraternities and sororities have chosen to support three governing councils which separate groups largely by race and gender. The National Pan-Hellenic Council was established in 1930 as a coordinating body for the then eight historically African American fraternities and sororities (Ruffins, 1997). Only one member of the NPHC has joint membership in the National Interfraternity Conference, the coordinating body for 63 national fraternities. This separation by race can have the impact of further enhancing the lack of diversity in Greek chapters.

The greatest change in diversity is likely the growth of multicultural fraternities and sororities (Reisberg, 2000). New chapters of Latino and Asian student members have emerged in the past few years and have been filling a void for students in these

racial and ethnic groups.

Concerns about behavior of members. In addition to the concerns raised about the abuse of alcohol and the perpetuation of hazing, other behavioral problems are raised by faculty, community members, parents, and others. These problems range from allegations of sexism (Arnold & Kuh, 1992; Sievers, 1984); an increased propensity for date and gang rape (Bryan, 1987; Warshaw in Goettsch & Hayes, 1988); institutional liability associated with hosting Greek organizations, especially when groups reside in college or university owned property (Pavela, 1995d); and poor town and gown relations when fraternities are members of the local community (Bryan, 1987; Manley, 1997).

Sievers (1984) found that while fraternity or sorority membership doesn't appear to create sexist attitudes, the system tolerates and enhances a sexist attitude. Until recently, "little sister" groups were an accepted component of the fraternity chapter. These groups of women were "adopted" as part of the group and were often relegated to positions of subordination in the chapter. In 1987, the National Interfraternity Conference and its member groups passed a resolution banning these groups.

Warshaw (1988) argues that "the culture of many fraternities instills in members a group ethos which objectifies and debases women through language and physical aggression, which lauds heavy drinking and other drug use, and which reinforces group loyalty through united behavior" (p. 105). Both Warshaw (1988) and Sandler (1988) report that most gang rapes reported on colleges and universities occur

at fraternity parties while Bryan (1987) found about 70 percent of reported cases of gang rape occurred at fraternity parties.

Since the advent of houses, the problems of managing a residential structure have been present. Several tragedies have highlighted the need for more oversight in the area of fraternity house management. A tragic fire at a fraternity house at the University of North Carolina at Chapel Hill and several other fire inspection problems at other universities were reported in the May 24, 1996 edition of *The Chronicle of Higher Education* (p. A4). The fire at UNC claimed the lives of five students on graduation day. This report and other similar tales regarding the safety of fraternity houses have raised concerns among institutional administrators. While it is clear that more liability and responsibility arise from ownership of Greek houses (Pavela, 1995f), the recognition of Greek organizations and the lack of institutional control over privately owned chapter houses are still ample reasons for institutional concern. The failure of chapters to adequately care for their properties results in threats to the safety of student residents.

Town and gown relations in areas where a high proportion of Greek houses flank communities of non-students are often strained at best (Bryan, 1987; Manley, 1997). Late night social functions with accompanying litter and trash are routine complaints of residents. The lifestyles of students in general, and Greeks in particular, are often at odds with those of non-student community members. In some communities, city councils have reacted to the problems by restricting locations of fraternity housing, limiting the hours when fraternities can have social events,

condemning fraternity houses, and taking fraternities to court for failing to live up to the standards of the community (Bryan, 1987; Manley, 1997). The criticisms can take significant amounts of administrative time and energy in responding to town-gown issues. "Good efforts at community relations can be destroyed by one bad party situation or one fight in a neighborhood. These organizations must respect the privacy of their neighbors and the right of their neighbors to orderly and safe surroundings" (Bryan, 1987, p. 51).

Summary. While not inclusive of every criticism leveled at Greek letter societies, the abuse of alcohol, perpetuation of hazing practices, a culture of anti-intellectualism, lack of diversity, and behavioral concerns are the most frequent and most documented problems. A review of the research done on Greek organizations reveals that these issues are the ones most antithetical to the groups' espoused mission and values. These problems provide evidence for the need for reforms that are taking place at many institutions across the country. With the legal exposure for Greek societies, universities and colleges are taking hard line approaches to solve the problems. A brief summary of a few reform efforts is provided.

Institutional Interventions

Institutional efforts to significantly reform Greek communities have become common practice over the past decade. From the abolishment of entire Greek communities, to the creation of broad and intentional standards and criteria for institutional recognition, Greek organizations have felt the pressure to significantly change their behavior and practices. The experiences at several institutions are

described below.

Colby College. In 1984, after a year-long study of campus life at Colby College in Waterville, Maine, the Board of Trustees voted unanimously to abolish fraternities. A report, "Commission on Campus Life," outlined the reasons why the Board made their final decision.

> . .the community they [fraternities] offer is narrow, sometimes concentrated according to interest, background and athletic participation, and always restricted to one sex. They offer a community which is increasingly isolated from the diversity which Colby offers and from the values which the College seeks to support. (Pavela, 1995a, p. 515)
>
> Repeated pleas for help to fraternity alumni have, with only a few notable exceptions, been unavailing; and the College has received little but criticism, and scant assistance from the national organizations. (Pavela, 1995a, p. 518)
>
> ... fraternities no longer serve an overall constructive role at Colby, and that, on balance, their continued presence is both detrimental and divisive. (Pavela, 1995a, p.517)

Prior to considering their final approach to fraternity life, Colby's trustees visited both Williams College which abolished fraternities in the 1960s and Bowdoin College which required their fraternities to accept both sexes as members. While Bowdoin's plan was not working, Williams seemed satisfied that conditions had

improved without fraternities. They found that fraternities required more administrative time and institutional financial resources than other groups and Greeks resented the interference from the college. The faculty believed that fraternities had an unhealthy effect upon their members, breeding conformity and cutting members off from personal growth opportunities.

Interestingly, all but one alumni member of the Commission was Greek. The Dean of the College believes student life at Colby was significantly improved without the negative influences fraternities provided (Pavela, 1995a).

Hamilton College. Hamilton College located in the small community of Clinton in upstate New York created a "Committee on Residential Life" to study the impact of residential communities on the culture of the College. Hamilton's Board of Trustees voted in 1995 to accept the recommendations outlined in the Trustee Committee's report. The report included:

> . ..private society [fraternity] social events are impinging directly on the central mission of the institution. These attributes of private society existence have contributed to growing dissatisfaction with private societies. The Committee recognizes that the College must take appropriate steps to readjust the equation so that Hamilton's reputation is first and foremost identified with academic rigor... (d, 1995, p. 519)

Fraternities at Hamilton had some of the best housing at the College and were considered elitist organizations with single-sex membership. The final recommendations of the Committee were controversial and resulted in an anti-trust

lawsuit. The recommendations included: (1) all students must live in college housing, (2) all students must have a dining plan, (3) students can form organizations and associate freely, and (4) social space will be allocated by the student government. Fraternities were required to relinquish their houses so that equity and equal access to all housing opportunities was available to all Hamilton students.

Alpha Delta Phi, Psi Upsilon, Sigma Phi, and Delta Kappa Epsilon fraternities filed suit against Hamilton College arguing the College violated the Sherman Anti-trust Act by attempting to monopolize the "residential service market." "The exclusionary character of Hamilton's plan is revealed by its brutish efforts to acquire the property of the fraternities and societies for a fraction of their worth." Hamilton must be able to prove it had a "valid business justification" for requiring all students to live on campus. Hamilton College argued that the campus residency requirement was a reasonable decision made for legitimate educational objectives (selections from opposing briefs in the Hamilton Chapter of Alpha Delta Phi, Inc. v. Hamilton College). A U.S. District Court judge ruled in favor of Hamilton College in July 2000.

Middlebury College. In 1989, Middlebury College explored the student social culture on its campus by appointing a Task Force to examine several troubling aspects of student life. Several far-reaching recommendations were made and adopted including requiring fraternities to accept women as members. This recommendation was one of the most controversial and resulted in a legal challenge from one of Middlebury's national fraternities which, by constitution, disallowed female members. "The Task Force has learned of many instances of sexism, sexual harassment and

sexual abuse on campus, and at fraternities in particular. The College must eliminate this type of discrimination (Report of the Task Force on Student Social Life, 1989, p.39). While Middlebury College eventually voted to require fraternities to be coeducational, there was a strong majority opinion of the Task Force calling for the abolition of fraternities.

> One might ask, Why not reform the fraternity system? Why do we need to abolish fraternities? Historically, fraternity responses to mandated change has been hostile and disruptive. This is the third major re-evaluation of Middlebury's fraternities in the past 14 years, yet the "fraternity problem" remains. (Report of the Task Force on Student Social Life, 1989, p. 42)

In a 1993 report on the progress made on the adoption of the Task Force recommendations, much success was attributed to the new coeducational fraternity houses. Women comprised 39 percent of fraternity membership with several holding significant leadership positions.

"Our intention is not to boast of the number of women, but to rejoice in the changes that coeducation has brought to the formerly all-male fraternities. The social houses are different places now and will continue to evolve into better experiences for all of the members" (The Middlebury College House System, 1993, p. 3).

University of Wisconsin-Madison. In November of 1988, then Chancellor Donna Shalala appointed a "Commission on the Future of Fraternities and Sororities" at the University of Wisconsin-Madison. After a number of embarrassing and disturbing incidents with fraternities, the tolerance of the administration had waned.

Since 1972, the relationship between Greek societies and the University had been separate and distant with no University involvement in the affairs of the Greek organizations. In May of 1989, the Chancellor approved all of the 13 recommendations put forth by the Commission. The recommendations included hiring two fill-time staff members to advise Greek organizations, the requirement that chapters have both a chapter advisor and a resident advisor, and programmatic requirements for the individual chapters as well as the governing councils. The Commission considered the abolition of Greek organizations but determined that there was "no compelling evidence" for that approach (Campus Commentary, 1989, p. 1). They did believe, however, that there was "compelling evidence for changes, first in the organization of the University Greek relations, second, in the organizations of the Greek umbrella organizations on campus (IFC, Panhellenic, Black Greek Council), and third, in the behavior of students" (Campus Commentary, 1989, p. 1).

University of Southern California. In 1991, the University of Southern California issued a policy statement with 14 new requirements for Greek organizations affiliated with the University:

> The new policies have been adopted by the University of Southern California to make clear the university's expectations of behavior for those fraternal organizations with which it has entered into a relationship of mutual pride and respect. In return, USC can enthusiastically endorse organizations which meet these criteria for recognition as providing an important complement to the undergraduate

> experience at the University of Southern California (p. 1).
>
> . . membership in a fraternity or sorority is considered to be a privilege, not a right. With this privilege comes the responsibility to behave in a manner exemplifying the ideals of fraternities and sororities and to eliminate any behavior inconsistent with those goals of membership. (University of Southern California Recognition Standards, p. 1)

The USC Recognition Standards were created and implemented by University staff and were the first of their kind to mandate several standards for group performance. Standards included: achieving a chapter grade point average each semester which is at least two tenths of a point above the all undergraduate average; in order to remain active in the chapter, individual members were required to earn a 2.2 each semester with 12 or more credits; chapters must establish and enforce quiet hours from 11pm to 5am Sunday through Friday and, chapters must provide 24 hour unannounced access to their premises to USC representatives for inspection purposes. Some contend that USC established their standards in response to a rape charge as well as a fighting allegation against a fraternity. USC denied that the incidents were the instigating factor in the new policy.

University of Maryland, College Park. In 1995, the University of Maryland, College Park implemented a set of standards for their Greek organizations after a review of the culture of the Greek community. The University had grown weary of Greek organization's focus on social events to the exclusion of more productive (e.g. academic, community service) pursuits. The "Maryland Plan" was controversial in that

it was the first comprehensive approach to limit the freedoms of Greek organizations at a public, state-supported institution.

> Supporting Greek life has been an important educational initiative for the campus. Unfortunately, many organizations have failed to regularly and predictably live up to the Greek values and principles articulated by their founding members. The failures have become so frequent and are occasionally so profound that a dramatic paradigm shift is needed to rechart the course of Greek life at the University of Maryland for the future. (p. 2)
>
> Without drastic changes in direction and performance expectations, Greek organizations are not likely to embrace principles that are complementary to and supportive of the University's educational mission. A simple equation has evolved: if Greek organizations on balance exert a negative influence on the University community, they simply should not continue to exist. Conversely, fraternities should be maintained if they positively affect the institution and the realization of its mission. (University of Maryland at College Park, "A Foundation for the Future," p. 2)

The UMCP standards generated great controversy. Chapters were required to be above the all men's or all women's average and to annually host campus and community service projects. Chapters were not allowed to offer membership bids to students unless the student had a 2.3 grade point average and had successfully

completed 12 credits and must adhere to the minimum time frame for membership education (8 weeks in 1995-96; 6 weeks in 1996-97). In all, there were 19 standards which affected all areas of chapter life. While some inter/national organizations have been vocal in their disdain for the program, the University implemented the Plan without litigation. Kappa Sigma fraternity chose not to be recognized by the University because the national fraternity did not agree with the limit on the number of weeks for pledging. While the local chapter still existed on campus, it was not recognized by the University or the Interfraternity Council.

The University of Pennsylvania. While most reforms to Greek systems across the country have been perpetuated, created, and largely implemented by university and college administrations, the University of Pennsylvania's student governing bodies took action on their own to recreate their Greek community. "In formulating this report, the executive boards of the three Greek umbrella organizations worked collaboratively to illustrate to their constituents the conception of Greek life at the University of Pennsylvania of the future" (Twenty-First Century Report on an Ivy League Greek System, 1996, p. s-1). The students hoped their plan would serve as a model for an "Ivy League Greek System" (1996).

The University of Pennsylvania's student plan was comprehensive, covering chapter programming (called social enrichment), academics, new member education, community service, technology, and alumni relations. The three governing councils outlined the procedures for enforcement and assumed responsibility for implementing the standards and responding to chapters who failed to complete the requirements.

Each governing council created their own standards for their member groups, however, there were similar requirements across the three groups.

Summary. While clearly not inclusive of every reform attempt made by colleges and universities, the above examples suggest the wide variation in methods used to significantly change Greek communities at several institutions. From complete eradication of Greek letter societies to student initiated reform, institutions are struggling to find the right approach to managing Greek chapters.

Institutional initiatives have impacts, both positive and negative, on the organizational activities of student groups affiliated with the campus. Whether it be the student government or Greek letter societies, institutional policies and procedures need to be carefully considered as the outcomes on student group initiative and autonomy can be significant. The following section will examine the research on institutional policy, leadership, and culture as it relates to the functioning of student organizations.

Institutional Policy and Its Impact on Student Organizations

Institutional Policy and Practices

The kind of practices and policies (Boyer, 1990; Janosik, 1991; Kuh, 1993), as well as the leadership style of campus administrators (Astin & Scherri, 1980; Bensimon, Neumann & Birnbaum, 1989), do make a difference in the relationship students and student organizations have with the institution. As with the previously mentioned reforms associated with Greek communities, institutional interventions regarding student organizations appear to be motivated by several factors including the

development of a sound legal relationship with student organizations.

Gehring (1994) argues that "programs, policies, and practices that are well grounded in developmental theory, but fail to take into consideration legal rights of students can result in personal liability suits and create adversarial relationships with students" (p. 379). It is clear from a review of the increasing legal cases involving universities and colleges, that litigation is becoming a more common approach to resolving disputes both on the college campus and off (Janosik, 1991). Understanding the legal ramifications of policies and decisions is paramount if student affairs professionals are to protect the institution from costly and needless litigation.

Since much of the legal debate over Greek reform efforts at institutions revolve around a debate over the public vs. private relationship, a brief description of the constitutional differences between each type of institution is warranted. In publicly supported state institutions, the rights guaranteed under both federal and state constitutions are provided students and student organizations (Gehring, 1994). Students attending private institutions do not enjoy similar protections. The Constitution protects against actions by the government or its agencies (Gehring, 1994). However, many private institutions feel compelled by moral obligation not to deny the rights of students unless an institution's religious affiliation dictates so (Gehring, 1994). Student organizations have protections under the First Amendment. Institutions that recognize one student organization, and provide privileges to that group, can not deny other student organizations the same privileges, without justification (American Council on Education, 1988; Gehring, 1994). "An institution

cannot withhold recognition simply because it disagrees with the organization's philosophy (Gehring, 1994, p. 386).

The recognition procedures employed by institutions vary. The American Council on Education (1988) prepared a "White Paper on Tort Liability Issues" advocating that recognition procedures should mean only that the organization has satisfied the institution's requirements for eligibility to use specified facilities and benefits, but not be used as a means of regulating student conduct. The document recognizes, however, that some institutions believe that recognition policies that go beyond the minimal levels of recognition are warranted given an important or compelling educational objective.

Institutional agents find themselves in a quandary. Too much intervention and involvement with student organizations leads to more legal accountability while too little intervention may lead to increased risks in behavior. Paine (1994) concludes that "students wish to be treated as adults by the university but continue to demand treatment as minors with respect to the university" (p. 192). "...universities find themselves in the impossible situation of having to increase regulation and monitoring to avoid liability generated by the mishaps borne of greater student independence and autonomy" (Paine, 1994, p. 193).

The Effects of Institutional Leadership on Students and their Organizations

Researchers (Astin & Scherri, 1980; Bensimon et al., 1989) have concluded that institutional leadership makes a difference in the quality of student learning and student perceptions of institutional support. Bensimon et al. (1989) warn that some of

the attributes of presidential leadership might be more perceptual and contextual than real. Positive outcomes, which may not be directly related to a president's style, may be inappropriately attributed to leadership. While they conclude that presidential leadership is important, they also caution about the attribution of all positive occurrences to a leader's style.

Astin and Scherri (1980) conducted a five year study of administrative leadership at 49 private liberal arts colleges to describe and classify different types of presidents and their administrations, and to determine how different types of leadership affected student and faculty outcomes. Their study focused on presidential leadership styles, their immediate administrative staff styles and the ripple effect on students and faculty. They found that presidential and administrative styles are related to a number of student and faculty outcomes.

Their research showed that students at institutions with a bureaucratic (hierarchical) president tended to believe the administration was not concerned about their needs. Additionally, a hierarchical administration correlated with student dissatisfaction with institutional services and procedures. Conversely, students on a campus with an egalitarian president believed that the administration was concerned with their needs. A humanistic administration (most often associated with the presence of an egalitarian president) correlated with students reporting a positive relationship with the institution. Students with a task-oriented administration reported high levels of satisfaction with student services. They also found that institutional size was negatively associated with student satisfaction with administrative services.

Sanders (in Astin & Scherri, 1980) believes that students, through their elected or appointed representatives, can interact with administrators to create a cooperative or antagonistic campus environment. "Students, though removed from the administration sometimes perceive and react to identifiable administrative structure and styles" (Astin & Scherri, 1980, p. 109). Astin and Scherri (1980) warn that some of the problems associated with institutional leadership are directly related to characteristics largely beyond the control of the administration. Size, residential emphasis, and selectivity are all factors that play a large role in institutional leadership.

Size and residential emphasis are the most important institutional constraints on administrative style and leadership (Astin & Scherri, 1980). Large institutions tend to have bureaucratic presidents and hierarchical administrations while small institutions tend to have humanistic administrations (Astin & Sherri, 1980). Since student satisfaction is directly related to these leadership styles, it is important for presidents and administrations of large institutions to develop strategies for reaching out to students. Astin and Scherri (1980) suggest that presidents of large institutions consider ways for institutional decision makers to communicate with students in order to promote student development. Not surprisingly, a large residential emphasis has the same effect as size on student involvement and satisfaction. Larger, commuter campus leaders must develop strategies to mitigate the negative effects that these variables have on institutional leadership and student satisfaction.

Campus Environments: The Impact on Students and their Organizations

Kuh (1993) provides an illuminating perspective on the nature of the campus

environment and the contextual conditions that affect student learning and outcomes. He suggests three substantive frames and three interpretive frames from which to view campus environments. These frames help to provide an outline for analyzing the campus environment in which student organizations exist.

The three substantive frames include: the institutional mission and philosophy; the opportunities, support and rewards available (Blocher, 1974); and faculty and student subcultures (Kuh, 1993). Kuh argues that the most important variable in directing student behavior is the institutional mission and philosophy. Rarely stated in publications, the university's philosophy is evidenced in standard operating procedures, policies and procedures, and through actions. The extent of control exerted over student organization matters, the nature of the relationship with students and student organizations, and the amount of trust exhibited by institutional agents toward students are all components of the institution's philosophical perspective on student life.

The opportunity subsystem of an institution should promote spontaneous interaction between and among students and institutional agents (Kuh, 1993). In settings where there is structure and support, there tend to be high expectations of students and powerful learning environments are created. Kuh (1993) and Boyer (1990) both assert that students learn best when their out-of-class and in-class experiences are integrated. Assisting students in bridging the gap between the two worlds is generally an expectation of student life staff. Kuh et al. (1991) argue that "Given the substantial amount of time students spend out of class, perhaps learning

and personal development during college could be maximized by focusing on institutional factors and conditions that either promote or inhibit these outcomes" (p. 12).

The third substantive frame looks at faculty and student subcultures and their impact on the campus environment. "Most colleges and universities ignore what student subcultures really teach" (Kuh, 1993, p. 37). Often times, student subcultures accomplish what the institution can not. They provide a sense of community and opportunity for friendship where institutional agents and activities fail.

The three interpretive frames include: ecology, climates, and cultures. The ecological frame suggests that student learning and personal development are products of reciprocal interactions between individuals and groups of students, faculty, administrators, and the college environment. Physical space is a component of the ecological frame. Research has shown that the more the space is "human scale" (Kuh, 1993, p. 34), the more students assume ownership of the space. The amount and arrangement of space shapes behavior (Kuh, 1993).

The climate of an institution is how faculty, students, administrators and others experience the institution (Kuh, 1993). If students feel positive about the institution, they will have more feelings of loyalty, commitment, good morale, satisfaction, and a sense of belonging (Kuh, 1993). While climate refers to student group perceptions of an institution, culture refers to institutional character (Kuh, 1993). "Institutional culture is the collective pattern shaped by the combination of institutional history, mission, physical setting, norms, traditions, values, practices, beliefs, and assumptions

that guide the behavior of individuals and groups in a college" (Kuh & Whitt, 1988, p. 59).

By applying the substantive and interpretive frames outlined by Kuh (1993), institutional agents can better understand the influence their organizational policies, procedures, mission, goals, etc. may have on student life. While an institution's catalogue and guidebook may articulate certain values and properties, student perceptions, based on their experiences, are more important factors in determining an institution's core values and aspirations.

Summary

Institutions, through their policies and procedures, presidential and administrative leaders, and campus culture, exert a strong influence on the activities of their student organizations and the relationship which exists with students. Greek organizations feel an institution's support (or lack thereof) through policy development and enforcement, and relationships with administrators and advisors. The more intentional the institution is about its relationship with student organizations, including Greek chapters, the greater the chance for positive outcomes.

Environmental Impact and Assessment

Environmental Assessment

The notion that environmental factors influence behavior and attitudes is not a new construct. Researchers from different fields proposed early theories about the ways in which the environment shaped the world of individuals and groups. Environment theory is based in personality theory, behavior theory, and

phenomenological theory (Coyne & Clack, 1981). Early theorists saw the need to focus on behavior as a function of the person and their perceived and physical environments, and distinguished between the physical and psychological environments (Walsh & Betz, 1985). Kurt Lewin (1985) was one theorist who emphasized the distinction between the physical and psychological environment concluding that every event is dependent on the state of the person and the state of the environment (Lewin in Walsh & Betz, 1985). Lewin proposed that B=F(PxE) or Behavior is a Function of the Person in interaction with the Environment.

Later researchers concluded that the environment is as much a shaping variable as it is one that is shaped by the people in it. "Environment shapes and is shaped by human behavior, suggesting that people are in transaction with their environment" (Conye & Clack, 1981, p. 2). Coyne and Clack (1981) suggest that the components of the environment are not independent variables but synergistic.

Moos (1979), a prominent researcher in educational environments, suggests four different aspects of the environmental system in educational settings:

Physical domain: either cohesive or isolating,

Organizational domain: demographic characteristics of the institution (size, faculty-student ratio),

Human Aggregate: characteristics of the members of the environment, and,

Social Climate: the "personality" of the environment, the atmosphere.

The Social Climate aspect of the environment is then broken down into three domains.

The relationship domain involves the extent to which people are involved in the setting, the extent to which they help each other and express themselves freely. The personal growth or goal orientation domain involves the extent to which personal development and self-enhancement occurs in the environment. The system maintenance domain involves the extent to which the environment is orderly and clear in its expectations, maintains control, and responds to change (Moos, 1979).

Moos (1973) also provided a useful description of six categories of human environments: Ecological, Behavioral Setting, Organizational Structure, Inhabitant's Behavior, Psychosocial Climate, and Functional Reinforcement Analysis. A brief description of each of the six models and how they can be applied to Greek communities on the college campus follows:

The *Ecological* model views society as being shaped by geographical, meteorological and physical design dimensions (i.e. weather). A newer aspect of this model is the "built environment" (i.e. roads, buildings) and is growing as an area of interest. As applied to a Greek community, the chapter's living and learning environment might be dependent on the structure of the chapter house (e.g. adequate space for study, community interaction.) The location of housing relative to campus buildings, community members (town and gown), and other students would also be a component of the ecological model.

The *Behavioral Settings* model has both an environmental and behavioral aspect and is naturally occurring. It outlines what is expected of one in a particular setting (i.e. church, school). An institution's expectations which might be applied to

Greek chapters through a Relationship Statement would outline acceptable behaviors within the community. Governing councils for Greek chapters might also have acceptable behaviors outlined through policies as they apply to recruitment practices, social functions and so forth.

The *Organizational Structure* model takes a demographic approach and allows comparisons from one organization to another. The more dynamic approach is found by exploring the relationships between demographic variables and the attitudes and behaviors from one setting to another. The size of the organization and the attitudes of leaders toward members are components of this model. Large chapters with little interaction will have different experiences than small chapters with more social interaction among members. "Organizational factors such as size probably exert their effect primarily through the type of social environment they help to create" (Moos, 1979, p.7). Research done on organizational size of schools found that students in smaller school settings were more cooperative with fellow students, demonstrated more self confidence and met more challenges (Moos, 1979).

The *Inhabitant's Behavior and Characteristics* model reflects the personal characteristics and perceived behavior of the inhabitants of the environment under study. Holland's work (1970, 1973) on career choice is an example of this kind of study. Holland found that the more congruent a work environment is to a personality, the better the fit. Applying this to Greek organizations, the more congruent a member's personality is with the chapter's environment, the greater the chance for a positive experience.

The *Psychosocial Climate* model involves the perceived environmental climate of institutions. Studies in this area are used to classify an environment according to its perceived climate. One's perception of the environment is, for that person, reality. If a member believes that the chapter expects him or her to drink alcohol, he or she is likely to do so even thought he or she might not want to. If a member believes that it is expected he or she become a leader and active in the chapter, he or she is more likely to do so.

The *Functional Reinforcements* model has as its premise that people change in response to their environment. The goal of assessment in this model is to determine which variables in the environment influence behavior. One can then help change a person's behavior by changing an environmental variable which would reinforce the change. If an institution wanted to make a change in its Greek community, it would be wise to examine what aspect of the environment would create that change. For example, banning alcohol in chapter houses might likely reduce the number of alcohol related incidents and alcohol misuse by members. Conyne and Clack (1981) noted "instead of trying to improve people, improve environments..."(p. 33).

These six categories of environmental assessment are useful in determining which approach to take in analyzing the salient components of an environment. Institutions which desire to change a student subculture might find a combination of these approaches useful in determining how best to make that change.

Moos (1979) advanced five guiding principles for environmental assessment in higher education which are important in constructing research projects. He believes

that special attention should be given to the microsettings in which students actually spend most of their time, such as classrooms and living groups. He also proposed that student's perceptions provide an important perspective on educational settings. Greek organizations are an important component of the student social climate and, in many cases, of the living environment, and can provide a rich opportunity for assessment.

Campus Ecology and the Ecosystems Approach

Strange (1991) argues for new approaches to assess the changing student populations entering higher education today. While once a relatively homogeneous group of college attendees, institutions are now struggling with how to make the campus environment more user friendly for a multitude of diverse students. "An essential problem facing postsecondary institutions today is the creation and maintenance of a campus environment that attracts, satisfies, sustains, and involves students in the achievement of their educational goals" (Strange, 1991, p. 160). The campus ecology approach to promoting student development provides a unique perspective on how to maximize the growth potential for students by focusing attention on the campus environment.

The campus ecology theory (sometimes referred to as a campus ecosystem approach) evolved from the broader context of environmental assessment and has grown more popular as an approach to studying and understanding institutions of higher education in the past 20 years (Huebner, 1979). The various aspects of the institution which fall under the broad area of student affairs are especially salient as areas of study in the campus ecology model. "Student development through the

management of campus ecosystems is perhaps the most exciting concept to surface in the student affairs profession" (Hurst, 1987, p. 10).

The campus ecology or ecosystems theory was influenced by Lewin and his notion of behavior as the function of the person interacting with the environment [B=F(PxE)] (Hurst, 1987). Taken from psychological theories of "person-environment fit," the ecosystem model proposes that a good person and environment fit produces individuals with high satisfaction, high productivity, personal growth, and low stress. On the other hand, a poor person-environment fit would likely result in low satisfaction, productivity and personal growth, and high levels of stress (Huebner, 1979). Environmental factors can greatly influence a wide variety of behaviors in individuals. "The major thesis of ecosystem interventions is that environmental attributes, personal attributes and their interaction determine personal and social outcomes" (Huebner, 1979, p. 5)

Banning (1980), well known for his work with campus ecology and the impact this theoretical perspective has on student development work, believes that an ecological systems approach to student development is critical in an institution's assessment of whether the environment supports learning. Rather than students or other campus members changing to fit the environment, the environment needs to be understood to see how it can be changed to better suit the goals and needs of campus members and used to promote student development (Banning, 1980; Huebner, 1979; Hurst & Ragle, 1979; Paul & Merrill, 1979). The attempt is made to reduce student problems, not through treatment of the student, but through treatment of the

environment which shapes student behavior (Banning, 1980). The ecosystem model is based on a transactional view of students and their environments. Each shapes the other in meaningful and lasting ways.

The ecosystem approach is a proactive way to resolve problems on the campus (Huebner, 1979). It can be used for identifying interactional mismatches between students and the campus environment, and then intervening in ways to reduce the lack of fit (Paul & Merrill, 1979). The ecosystem approach is an action model which should lead to changes in the environment which result in lowering the levels of stress students experience (Paul & Merrill, 1979). The goal of the ecosystem model is to bring about intentional design of the campus environment for optimal student development (Hurst & Ragle, 1979).

Kaiser (1979) identified several themes or assumptions about the campus ecology model which have direct relevance for research in higher education.

1. The campus environment consists of all the stimuli that impinge upon the students' sensory modalities and includes physical, chemical, biological, and social stimulation.
2. A transactional relationship exists between college students and their campus environment; that is, the students shape their environment and are shaped by it.
3. Every student possesses the capacity for a wide spectrum of possible behaviors. A campus environment may facilitate or inhibit any one of those behaviors. The campus should be intentionally designed to offer

opportunities, incentives, and reinforcements for growth and development.

4. Because of the wide range of individual differences among students, fitting the campus environment to the students requires the creation of a wide variety of subenvironments.
5. Successful campus design depends upon input from every sector of the campus, including students, faculty, staff, administration, and trustees or regents. (p. 2)

A number of studies have been conducted utilizing the ecosystems approach (Banning, 1980; Huebner & Royer, 1979; Hurst & Ragle, 1979; Schuh, 1979) to improve the environmental conditions in targeted areas of the institution. Hurst and Ragle (1979) applied an ecosystems perspective to a Dean of Students office. They concluded that the process was helpful in identifying factors in the environment which inhibit student development. Additionally, they discovered that campus environmental mismatches may be greater for some student subgroups than others. Schuh (1973) utilized the ecosystems model to develop intentional interventions in the environment of residence halls at two southwestern universities. He concluded that the relative short amount of time needed to design and implement the assessment provided for a quick response and allowed for participant directed change, "not merely to measure perceptions and produce a report" (p. 35).

Summary

Environmental assessment theories provide a rich perspective from which to develop strategies for institutional change. The theories allow practitioners the ability

to look at problems and solutions inherent in the environment through four lenses; the physical domain, the personal characteristics of individuals domain, the organizational domain, and the perceptual domain (Strange, 1991). The campus ecosystem approach provides direct application of the environmental assessment models in institutions of higher education.

An ecosystems approach to identifying student-campus environment mismatches is a helpful tool in the assessment repertoire of a student affairs professional. As outlined earlier, there are many advantages to an ecological approach in identifying problems and creating solutions to environmental stressors. The process can be completed quickly with immediate impact on the participants (Schuh, 1979). All individuals in the environment (students, faculty and administrators) can be involved in identifying the problems in the environment and can be invaluable participants in developing solutions (Huebner & Ragle, 1979). The focus on the environment as the problem, rather than the focus of intervention on the individual student, allows for a more comprehensive approach to creating solutions (Moos, 1973). While not widely applied as a method for assessment, the campus ecology model challenges the way administrators may view a student problem on campus. Looking inward at the environment as a cause of distress for students may be a new way of thinking about institutional change.

Council for the Advancement of Standards Evaluation of Fraternity and Sorority Advising

One organization that has looked at several components of the campus

environment is the Council for the Advancement of Standards for Student Services/Development Programs (CAS). CAS was formed in 1979 with the intent of creating standards and guidelines that reflect profession-wide criteria to guide the practice of student services (Miller, 1986). Its role is to establish, disseminate, and advocate professional standards and guidelines on a nationwide basis for higher education programs and services (Lange, 1997). The first CAS Standards and Guidelines for Student Services/Development Programs were developed and distributed to colleges and universities in 1986 with subsequent editions in 1988, 1992, 1997 and 1999. The CAS Standards and Guidelines were created to "establish criteria to guide the professional practice and preparation of student services, student affairs, and student development program personnel in post-secondary institutions of higher learning. They reflect elements of form, substance, and philosophy that are essential to excellence in the quality of student life" (CAS Standards and Guidelines, 1986, p. ix).

The Standards and Guidelines were developed with the participation of many practitioners in the field of student affairs with consultation from the American Council on Education (ACE) and the Council on Postsecondary Accreditation (COPA). The CAS Standards and Guidelines are intended to assist with program development and evaluation of several student affairs functional areas and to provide a means for self-assessment.

Since the CAS assessment instrument is relatively new and intended for practitioner evaluation of the strengths and limitations of various student affairs areas,

there are few instances where the instrument has been used in more formal research efforts. One study (Mann, 1991) examined the attitude of Senior Student Affairs Officers (SSAOs) toward the CAS instrument and its usefulness. Over 600 SSAOs were selected to participate in the study. The results indicated that institutional size was not a factor in the utilization of the instrument. She also found that distribution of the standards had not been sufficient and therefore it had not been widely used. Akos (1995) used the document as a basis for a questionnaire sent to students and student affairs practitioners on a Michigan campus and McGuire (1993) used the document to develop a framework for an analog model for a freshmen orientation program.

CAS more recently (2001) sponsored a research project to determine the extent of use of CAS standards in each of the professional association areas CAS represents. With a 26.9% (N=1445) response rate, data included both who used the CAS instruments and how they were used. Of the respondents, 62.5% (N=903) indicated they had heard of CAS. Respondents were most likely to read the materials from CAS followed by using the standards as guides. They were least likely to use them for self-assessment (Arminio, 2001). From the Association of Fraternity Advisors (AFA), the national professional association for Greek life program advisors, 86% of respondents (N=19) had heard of CAS and 64% (N=14) said CAS had influenced their program (Arminio, 2001).

The CAS document provides both Standards and Guidelines. The difference between the two is as follows. (CAS Standards and Guidelines, 1986, p. 2)

Standards: Standards specify the minimum essential elements expected of any

> institution and its student services and student development programs. Standards reflect requirements and thus use auxiliary verbs such as "shall" and "must." All institutions with minimally acceptable student services, student development programs, or professional preparation programs must be able to satisfy the requirements specified in applicable standards. (p. 2)
>
> ***Guidelines*:** Guidelines describe recommended, but not essential, elements of programs and practice. They are used to explain, amplify, or interpret the meaning of standards through the use of examples and more detailed explanations. Auxiliary verbs such as "should" and "may" are used in guidelines. Guidelines should be viewed as examples and suggestions that are consistent with the Council's definition of appropriate, effective professional practice or professional preparation (p. 2).

The CAS Standards are considered "essential components of an acceptable practice, not necessarily the ideal, most desirable, or best practice" (CAS Standards and Guidelines, 1986, p.2). CAS has created Standards and Guidelines for 25 functional areas or programs commonly associated with student affairs including, among others, Housing and Residence Life, Campus Activities and Orientation. Both Standards and Guidelines are applicable to all types of institutions and were evaluated in this study without differential treatment in the data.

The Standards for Fraternity and Sorority Advising contain 13 Standards (CAS Standards and Guidelines, 1990, p. 1-7) which are included in appendix A. The 13

standards with examples of items in each standard on the CAS instrument are as follows:

1. *Mission*: On campuses with social fraternities and sororities the Greek Life program must promote the growth and development of students who choose to affiliate with Greek-letter groups, and seek to promote the Greek system as an integral and productive part of the institution. Fifteen items comprise this category and include leadership training, moral development, appreciation for diversity, and working in groups.

2. *Educational Programming*: The Greek life program must promote educational programming to enhance the Greek life member's knowledge, understanding, and skills for academic success, personal development and the exercise of leadership. Four items comprise this category and include encouraging faculty involvement and helping students understand governance.

3. *Social and Recreational Programming*: The Greek life program must promote social and recreational programming which enhances the Greek life member's knowledge, understanding, and skills necessary for social success and the productive use of leisure time. Six items comprise this category and include citizenship programs and intramural sports participation.

4. *Program Advocacy*: The Greek life program must advocate within the college administration for Greek life experiences and organizations as appropriate; and promote, both within and without the Greek system, a broad understanding of Greek life member's rights and responsibilities. Those rights and responsibilities are

properly defined by both the college's rules and regulations and the individual fraternity and sorority. Eight items comprise this category and include interpreting college policies and eliminating hazing.

5. *Advising Services*: The Greek life program must provide advising for groups and individual members, particularly for chapter officers with regard to their leadership role. (Greek life advisors are those individuals employed by the institution to provide advice and counsel to Greek organizations.) Twenty-six items make up this category and include providing a calendar of events, advising all three governing councils, and monitoring membership statistics.

6. *Organization and Administration*: Many models for organizing fraternities and sororities exist. The size and philosophy of the system with the institution will determine its organizational parameters. It may include separate living arrangements with various levels of affiliation with the college. The Greek life system should be a fully integrated component of the institution's student development program. The normal administrative placement of staff who work with fraternities and sororities is with the dean of students or equivalent office. This category has four items which include having a relationship statement and a judicial procedure for handling conflicts.

7. *Human Resources*: Administrative expertise is critical to the success of the Greek life program, with effective management required in the areas of housing, dining, accounting, alumni relations, and programming. Staff refer to those individuals employed by an institution to assist with the Greek life program. This category contains twenty-three items which include having appropriate levels of staff,

providing adequate salary and benefits, and working with Greek alumni.

8. *Funding*: When any special institutional or Greek system funding or expenditure accounts are used, professional staff members would provide for the collection and disbursement of such funds, using the standard accounting procedure of the institution. In addition to an institutional funding commitment through general funds, other funding sources may be considered, including state appropriations, student fees, users fees, donations and contributions, fines, concession and store sales, rentals, and dues. Seven items comprise this category and include appropriate levels of funding for staff salaries, supplies, and maintenance of the office and professional development opportunities.

9. *Facilities*: Chapter houses and other residence hall space or common rooms that are owned, rented, or otherwise assigned to fraternities or sororities for their use must be managed in accordance with all applicable regulatory and statutory requirements of the host institution and relevant government authorities. Six items make up this category and include handicapped accessible office space and providing adequate work space.

10. *Campus Relations*: To enhance the potential for student development and properly represent institutional governance concerns, the Greek advisor must seek to use multiple resources in the delivery of services and programs. These include the national headquarters staff, alumni, chapter officers and members, faculty and other institution administrators. This category contains four items which include having faculty as chapter advisors and articulating a University relationship with Greek life

organizations.

11. *Community Relations*: In many instances chapter houses are located in the community neighborhoods, and good working relationships with merchants and community leaders must be maintained to promote cooperative solutions to problems that may arise. This category has six items which include encouraging a productive level of alumni involvement and working with campus police or security.

12. *Ethics*: Greek life staff must demonstrate ethical standards of conduct. A statement of ethics for fraternity and sorority chapters should be adopted which strives to treat fairly all students who wish to affiliate which eliminates the illegal discrimination in selection of members, and which upholds applicable standards of conduct expressed by respective national organizations. Seven items comprise this category and include ensuring confidentiality and abiding by a sexual harassment policy.

13. Evaluation: Evaluation of Greek life goals and objectives should be sought from relevant administrative units, community agencies, alumni, students, faculty, and national headquarters staff. Selected critical aspects and evaluations should be recorded and maintained by the institution. Three items are found in this category and include regularly evaluating program services and the living environments for each chapter.

The CAS standards look at several important environmental components of the campus and Greek life from the physical (e.g. facilities) to the organizational (e.g. programming). This CAS self-assessment survey provides insight into Greek

life programs through an ecological lens.

Summary

While Greek letter organizations have enjoyed a historical presence on college campuses, their continued existence and freedoms are being threatened by several interventions employed on a number of campuses, both public and private. The bold creeds and idealistic purposes of Greek organizations have been questioned as the behavior of student members is seen as juxtaposed to those creeds and purposes. From completely abandoning their Greek counterparts, to instituting sweeping changes to the Greek-campus relationship, universities are struggling to determine how best to respond to Greek letter organizations and their ability to complement student development initiatives.

As administrators struggle to find the best approach to redefining the Greek experience, the legal relationship between the campus and its student organizations provides a contextual basis as a beginning point for policy making. Understanding institutional liability can provide insight in determining appropriate student development interventions. Institutional leadership and campus culture as it relates to student life are also important components of the decision and policy making processes. As influential student subgroups, Greek organizations play a major role in student life and should elicit well-defined and understood approaches to change.

As a frame of reference for identifying environmental factors which effect student organization change, the campus ecology model can be a helpful tool for assessment as a precursor to intended change strategies. As an outgrowth of

environment theory and person-environment interaction, the campus ecology model can be applied to several aspects of the student community to determine what aspects of the environment inhibit student growth and development. Institutional agents might find the campus ecology approach applicable to a greater understanding of the Greek community.

Understanding campus ecology and environment theories provide several clues to the kind of problems inherent in the Greek experience and how an institution might address these issues through thoughtful change strategies. The CAS self-assessment tool utilizes an environmental approach to evaluating a Greek life program.

CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

Introduction

Ecological and environmental components of the student culture play a critical role in the quality of the campus experience. The fraternity and sorority community, an influential student sub-culture on many campuses, can have a demonstrable impact on students' development in college (Kuh & Lyons, 1990). Being able to identify which features of the Greek community play a role in making it a more positive experience for student members would be helpful for campus administrators searching for ways to strengthen their fraternity and sorority systems.

This exploratory study sought to describe which institutional interventions and/or factors seem to make a difference in high quality Greek communities. This study sought to provide a descriptive analysis of the institutions which host Greek letter communities identified as promoting the positive ideals of the Greek experience. Through a revised Council for the Advancement of Standards Self Assessment Guide (CAS-SAGR) assessment tool, several factors important to Greek community success are postulated. The institutions were identified by experts familiar with the fraternity and sorority arena (e.g. national executive directors of fraternities and sororities, Association of Fraternity Advisors national board members) as hosting Greek letter communities with chapters which embody the ideals and founding principles of leadership, service, academic excellence, and character/personal development; and have Greek self-governance systems of high quality.

Research Design

Theoretical Constructs and Research Variables

Moos (1979) outlined four different aspects of the environmental system in educational settings. These four aspects of the educational environment outlined in Chapter II include the physical domain (buildings, structure), the organizational domain (an institution's characteristics such as size and type), the human aggregate domain (characteristics of the members of the environment) and the social climate domain (the "personality" of the environment). This framework provided a helpful tool for organizing and understanding the components outlined in the CAS-SAGR. Strange (1991) argues for utilizing a campus ecology approach in assessing the campus environment and in providing a more comprehensive understanding of the role of environmental factors in student development. The goal of the ecological model is to bring about intentional design of the campus environment for optimal student development (Hurst & Ragle, 1979). Table 1 outlines the components of the ecological model proposed by Moos (1979), the dependent variables measured by the CAS-SAGR, and the source of the data for each variable. It provides a helpful summary of the salient aspects of the theoretical model in conjunction with the measurement tools.

Research Questions

Based on the literature review, the following questions were formulated.

Q1. What dimensions of the CAS standards are related to good practices at institutions identified with quality Greek communities and do these dimensions differ

by size and type of institution?

Q2. Are the dimensions of the CAS-SAGR consistent with the intended measures and does the instrument demonstrate initial reliability and validity?

Table 1

Relationship Between Ecological Model and CAS-SAGR

Ecology Model	CAS Standard	Source of Data
Physical Domain	Funding	CAS Standard 8
Physical Domain	Facilities	CAS Standard 9
Physical Domain	Evaluation	CAS Standard 12
Organizational Domain	Campus Support	Researcher Questions
Organizational Domain	Mission	CAS Standard 1
Organizational Domain	Organization and Admin.	CAS Standard 6
Organizational Domain	Educational Programming	CAS Standard 2
Organizational Domain	Social/Recreation Programs	CAS Standard 3
Human Aggregate Domain	Advising Services	CAS Standard 5
Human Aggregate Domain	Human Resources	CAS Standard 7
Human Aggregate Domain	Ethics	CAS Standard 13
Social Climate Domain	Community Relations	CAS Standard 11
Social Climate Domain	Campus Relations	CAS Standard 10
Social Climate Domain	Program Advocacy	CAS Standard 4

Selection of Participating Institutions

Identifying Institutional Participants

The Delphi Technique has been used by several researchers (Chambers, 1992; Clement & Rickard, 1992; Kuh et al., 1991) in higher education to establish criteria and/or suggestions for program development. The Delphi process utilizes written responses to questions as opposed to getting groups of people together. Delbecq et al. (1975) believe that the Delphi technique is especially useful for getting expert opinions on matters without having to get the group together physically. This method of gathering information is referred to as non-interactive decision making.

Delphi is essentially a method to gain agreement among many respondents without a physical meeting. There are usually several rounds of questions involved in the process. The first questionnaire (or round) asks individuals to respond to a broad question. Subsequent questionnaires build upon the responses from the first round. Delphi allows participants to provide anonymous responses. The process is complete when a consensus has been reached among participants or when substantial support has been gathered for the researcher to make a decision about which institutions/programs to study.

Involving Colleges (Kuh et al., 1991) may be the most widely known higher education study that utilized the Delphi technique. In this work, the researchers asked 48 prominent leaders and scholars in student affairs and higher education to rate institutions they thought involved students in meaningful ways in the life of the college or university and promoted learning outside of the classroom. Participants

were involved in one or two rounds of the nominating process. In the first Delphi round, 252 institutions were nominated for study. Any institution that received two or more votes was compiled on a list and sent back to the panelists for a second round of voting. Eighty-five institutions received votes from four or more nominators after the second round. The researchers then interviewed several panelists and finally selected 14 colleges and universities to study.

Chambers (1992) utilized the Delphi approach in his study of leadership program criteria. Three rounds of the Delphi technique were completed in Chambers' study using 24 expert panelists who were involved in the administration of a college student leadership program or active and current contributors in the area of college student leadership development. These experts were asked to rate criteria for leadership program design.

The most important step in the Delphi process is the development of the initial broad question (Delbecq et al., 1975). If participants do not understand the question, they may lose interest and fail to participate. Additionally, the respondents must: (1) feel personally involved in the problem area; (2) have useful experience and/or knowledge about the problem; (3) be motivated to participate in the study; and (4) feel that the information gathered in the study can help them and others in the field of study (Delbecq et al., 1975). The size of the respondent group is variable. "Our experience indicates that few new ideas are generated within a homogeneous group once the size exceeds thirty well-chosen participants" (Delbecq et al., 1975, p. 89).

In this research study, the initial Delphi question asked participants to list those

Greek communities (social fraternities and sororities and their governing councils) which embodied the best ideals of Greek life (see Appendix B). These ideals would be reflected in the following ways: chapters which supported academic achievement, leadership development opportunities, community service and philanthropic projects, personal/character development initiatives, and places where brotherhood and sisterhood were positive experiences for student members; and by a viable self-governance structure.

Participants in Delphi Process

One hundred-fifteen "experts" in Greek life were asked to participate in the modified Delphi process. These individuals were selected based on their positions in a number of organizations directly linked to Greek life. All the executive directors (titles may vary) of the 96 inter/national fraternities and sororities were chosen to participate as all have broad knowledge of the Greek communities on a number of campuses (where the inter/national fraternity or sorority may sponsor a local chapter). While the Delphi process suggests that 30 participants is sufficient (Delbecq et al., 1975), it was felt that including the entire group would be advantageous in order to create more dialogue about quality Greek systems. Additionally, Greek Advisors who serve on the executive council of the national professional Greek association, the Association of Fraternity Advisors, were asked to participate. These individuals were also thought to have a broad perspective on Greek communities across the country. The fourth group of Delphi participants were Greek Advisors who serve on the regional conference executive councils (n=3) and the executive directors (Greek

professionals) of the three national coordinating councils. The group was asked to participate in two rounds of a Delphi process to determine a consensus on the institutions which host Greek communities that best embody the ideals of Greek life.

One hundred-eight, of the original 115 persons sent invitations, continued to be included in the Delphi process. Of the 108 potential respondents, 43 (40%) completed the process. There were several that declined to participate in the study. A sorority executive called to register a complaint that the study asked her and her colleagues to list schools that might not be consistently in the "top echelon." She indicated that, in her opinion, the Greek Advisor was a critical component in the success of a Greek community. Further, she thought that, given the high degree of turnover in this position, it was difficult to select institutions with stable Greek communities. Along with eight others in her similar position, she declined to participate. Another doctoral candidate (Hebson, 1996) also found limited willingness of sorority executives to participate in his dissertation research. Additionally, three nomination forms were returned for poor addresses. Table 2 provides a summary of the Delphi participants in this study.

Table 2

Delphi Respondents

Respondents	Solicited	Participated	%
Executive Directors	89	32	36
AFA Exec Officers	10	7	70
Regional Directors	6	2	33
NIC/NPC/NPHC Exec Directors	3	2	67
Total	108	43	40

Institutions Identified through the Delphi Process

The first round of the Delphi process asked respondents to list the ten public and ten private institutions which they believed best embodied the ideals of Greek life. After the first round of the Delphi process, 99 public institutions were nominated (see Appendix D). Of those, 17 public institutions received two votes, 16 received three votes, and 21 received four or more votes. There were 103 private institutions nominated in the first round (see Appendix D). There were 17 private institutions with two votes, 14 with three votes, and 20 with four or more votes. The remainder of nominees received a single vote.

The second round of the Delphi asked participants to circle the best five institutional Greek programs in each of four categories based on the size and type of institutions (small public, small private, large public and large private.) There were several choices in each category based on the number of times institutions were

nominated in the first round. Any institution that received three or more nominations in the first round was included in the second round for a total of 34 institutions in the private category and 37 public institutions. Of the 34 private schools included, 13 were listed as large (>7,000 students) and 21 were listed as small (<7,000). Of the 37 public institutions in the second round, 23 were considered large (>20,000) and 14 were considered small (<20,000). Size was relative based on type as there were far more large institutions that were public than private.

The second round of the Delphi process consisted of a letter and nomination form with the 37 public and 34 private institutions that received three or more votes in the first round. Respondents were asked to identify the five institutions in each of the four categories that best represented Greek communities that were most consistent with the values and ideals of Greek life. The number of votes each institution received in the first round were not shared with Delphi participants.

After the second round of the Delphi process was completed, 16 institutions with the most responses were identified as host institutions with Greek communities which best embodied the values and principles associated with the founding purposes of Greek life. Each of the 16 received 12 or more votes from the Delphi participants. Votes ranged from a low of 12 to a high of 36. The range of votes in the large public category went from 1 to 22. The vote range in the small public category was 5 to 36. The range in the large private category was 8 to 24 and the range for small privates was 1 to 23. The vote distribution for the 16 participating schools is noted in Table 3. After the second round of the Delphi process, there were enough institutions with high

vote totals for the researcher to complete this portion of the study.

Institutions Selected for Study

Table 3 outlines the 16 institutions that were included in this study. The 16 represented four categories of size and type: small private, medium public, medium private and large public. There were no small public schools or large privates. The small private category included four institutions ranging in size from 2,200 to 7,000 students. The medium private category included four institutions with between 11,000 to 15,100 students. The medium public category had four institutions with student bodies of 13,000 to 20,300. The large public institutions ranged in size from 25,500 to 35,000. The Center for the Study of the College Fraternity had similar problems identifying size categories for its 2000 "Status of the College Fraternity and Sorority: Institutional Size" report. Although there were 346 institutions in the study, the size categories were similar to the ones used in this research project. Small schools were those with less than 5,000 students, medium schools had enrollments between 5,000 and 15,000 while large institutions were those with student bodies greater than 15,000 (2000). "As might be expected, the private institutions were smaller in size. While 63 public institutions had student populations over 15,000 (31.8% of all publics responding), all private institutions responding were under 15,000" (p. 1).

Table 3

Institutions in Study

Institution	Size	Type	# of votes	Enrollment
DePauw University	Small	Private	13	2200
Butler University	Small	Private	12	4000
Bradley University	Small	Private	15	6000
Texas Christian University	Small	Private	23	7000
Washington University	Medium	Private	19	11,000
Emory University	Medium	Private	18	11,300
Georgia Tech	Medium	Public	19	13,000
University of Miami	Medium	Private	19	13,700
Northwestern University	Medium	Private	24	15,100
Miami University	Medium	Public	36	16,000
Bowling Green State Univ.	Medium	Public	26	18,500
Kansas State University	Medium	Public	25	20,300
University of Kansas	Large	Public	19	25,000
University of Maryland	Large	Public	20	33,000
Purdue University	Large	Public	22	35,000
Indiana University	Large	Public	17	35,000

Geographically, four of the 16 schools were located in Indiana while two were from Ohio and two were from Kansas. There were no institutions from western or

northeastern states. Twelve schools were located in the mid-western region, one school was in the eastern region, and the remaining three were in the southern region .

Institutional Participants

After identifying the 16 institutions, the Greek Advisor (or student affairs staff person responsible for Greek life), Senior Student Affairs Officer (SSAO), and two student leaders representing the Greek governing councils (Interfraternity Council, Pan-Hellenic Council or Panhellenic Council) participated in the CAS-SAGR assessment of their Greek community. Initial consent to participate in the study was gathered through the Greek Advisor who agreed to assist the researcher with distribution of the instruments. Greek Advisors were asked to choose student participants who had knowledge about the Greek community so they could adequately complete the instrument. Subsequent follow-up was also provided by the campus Greek Advisor.

Instrumentation

Development of CAS-SAGR Instrument

An important component of this research project was the evaluation of the revised CAS Self Assessment Guide (CAS-SAGR) instrument as a tool for use in research studies. Intended as a self-assessment instrument for use by practitioners, the CAS standards and guidelines has the potential to be valuable as a research tool. This study examined which standards in the CAS instrument could be more effectively defined for use in future research studies.

In the CAS instrument, each of the standards is measured two ways. The first

is by asking the respondent the importance of a certain guideline or item where the respondent may select high importance, medium importance or low importance. In the CAS self-assessment survey, a scale of 3-2-1 is used to evaluate the importance of each guideline. In this study, raters were asked to circle High (H), Medium (M), or Low (L) for each guideline based on "the amount of importance you attribute to the statement listed." Changing the numerical scale to H-M-L was done to make the instrument more "user-friendly" and to lessen confusion between the two numerical measurements of importance and accomplishment.

The second measurement component asks respondents to determine the level at which their Greek community accomplishes each of the guidelines. A five point Likert scale is used where 1 equals no accomplishment of the guideline and 5 meant a high degree of accomplishment or "a strong factor in your Greek program." In this study, a "U" was added to the accomplishment scale to allow respondents without adequate knowledge of a guideline to select "Unknown" rather than use the numerical scale.

Each guideline or response statement was analyzed using both the importance rating (H-M-L) and the accomplishment rating (1-5,U). Scores from each of the 14 scale variables were then compared between institutions by size and type.

The CAS-SAGR was comprised of 129 items or statements related to good practices of Greek life. Because the current CAS self assessment (Appendix A) is not intended for research purposes, there were several revisions to the original document. One of the principles followed in the revision was to eliminate compound words or

thoughts within one item. The following example illustrates this point.

From the CAS self assessment:

Question 1: Promoting intellectual, vocational, social-recreational, moral development.

From the CAS-SAGR instrument:

Question 1: The program promotes intellectual development.

Question 2: The program promotes vocational development.

Question 3: The program promotes social-recreational development.

Question 4: The program promotes moral development.

The item from the original document measured several items so the original item was separated into four individual ones. Similar changes were made in the revision process.

The second revision principle was to make the instrument more easily understood by students and staff alike. Most of the items in the original self assessment were not complete sentences or thoughts and many items were written in "student affairs jargon" that might not be meaningful to students. In the revised instrument, the researcher provided several sentence additions to make the items more understandable. The following example illustrates this point.

From the CAS self assessment:

Question IIC4: Act to eliminate hazing.

From the CAS-SAGR instrument:

Question 30: The program acts to eliminate hazing.

The above example highlights a third principle followed in revising the original CAS assessment. The numbering of items and responses was changed to make it easier to code responses and to create rating scores for each variable. In the above example, the original item was numbered with three descriptors: II for programming, C for advocacy programming, and 4 for the item itself. All items were consecutively numbered from 1-129 in the revised version. Additionally, the weight or importance of an area was noted with a 3-2-1 in the original document and was changed to H-M-L (High, Medium, Low) to reduce confusion with the 1-5 Likert scale used to assess the degree of compliance with the standard. In the final analysis of data, the H-M-L was converted to 3-2-1 as in the original assessment.

The researcher chose to add an "unknown" category as a response to a statement on the assessment. It was believed that adding an unknown category would allow respondents an opportunity to avoid rating a standard they did not have sufficient information to rate. Since the CAS instrument was developed by professionals to do self-assessment of a student affairs unit, students might not be as informed about some of the internal questions (i.e. funding of staff salaries) to provide adequate responses. The "unknown" choice was coded as the mean for the item. In general, student respondents were more likely to utilize the "unknown" response in areas that students may not be as likely to have knowledge of their Greek program (ie. funding). The "u" response was used less than 10% of the time for any one item on the 130-item survey.

Researcher Developed Campus Support Questions

To aid in the collection of institutional and Greek community data, the researcher created several new questions that measured variables not covered in the CAS self assessment. These variables asked about the respondent's perceptions of the kinds of institutional support and direction provided to the Greek community. The researcher-designed questions were identified using five of the 19 standards found in the University of Maryland Plan for Greek Life (see page 52 in Chapter II for a complete discussion). The University of Maryland standards that were used as measures in this study are preceded by a * on the following listing. As a national model for the development of standards in Greek Life, the University of Maryland document provided a framework for the researcher-designed items. Several campuses have used the Maryland document in their reform efforts (University of Virginia, Ohio State University, and the University of Pittsurgh) (D.Bagwell, personal communication, April 19, 2001). Utilizing these standards, the variables measured by these items included:

1. Level of support from the campus to the Greek community.
2. Level of trust between campus administrators (Greek life staff) and Greek students.
3. Relationship between the campus administration and the Greek community.
4. Relationship between the student government and Greek community.
5. Effectiveness of Greek governing councils.
6. Chapter housing or meeting space provided by the institution.

*7. Fraternity grade point average is above the all-men's average on campus.

*8. Sorority grade point average is above the all-women's average on campus.

*9. The campus sets limits on membership recruitment (rush) activities.

*10. There is a maximum limit on the number of weeks of pledging established by the campus.

*11. Chapters are required to have chapter advisors.

Respondents were also asked four demographic questions. In addition to asking if the respondent was a student or a university staff member, they were asked their gender, whether they were affiliated with a Greek organization, and the number of years they had worked or studied at the campus.

Revisions

Prior to distributing the CAS-SAGR to participants in the study, a pilot study was conducted with three individuals (two staff members and one student leader) familiar with Greek life at the University of Maryland. These three individuals were asked to comment on the questions in the instrument (clarity, etc.). In addition to being able to provide feedback about the instrument, the researcher was able to ascertain the amount of time it would take someone to complete the instrument. Pilot study respondents provided helpful guidance in the choice of wording for several items. For example, one person indicated that terms such as "esprit de corps" and "useful" were either confusing or not specific enough. In order to be more specific, the term "esprit de corps" was replaced with "a team spirit among groups." The term "useful programs" was replaced with "programs which are useful to students."

Another participant thought that the concepts of "vocational" and "cooperative buying" might not be understood by students. The item "Cooperative buying efforts are conducted." was replaced with "Cooperative buying efforts are conducted for groups." The term "vocational" was changed to "vocational (career, work)." He also suggested clarifying words such as "productively" in the item "The program helps students function productively." This item was changed by adding "in the campus environment" at the end of the statement.

Internal Reliability

Since this research study was exploratory in nature, a component piece of the analysis was determining the reliability of the CAS-SAGR measurement and to determine its feasibility for future research studies. CAS is intended as a self-evaluation tool for institution specific evaluation. An analysis was performed on the instrument to determine if the 14 areas were reliable measures of a category. Cronbach's alphas were performed to determine how well each category measured a common construct. As a widely used test of internal-consistency reliablity (DeVellis, 1991), Cronbach's coefficient alphas were calculated on each of the 14 standards or measures in the instrument. The results of the Cronbach's alpha can be found in Table 4.

Ten of the scales had respectable alphas while only three of the 14 scales had alphas below .60. Given that generally a modest reliability of .50 or .60 is acceptable in the beginning stages of research (Nunnally, 1967), a reliability of .70 is respectable (DeVellis, 1991, Nunnally, 1978), and .80 is better for instruments that will be widely

used (Carmines & Zeller, 1979), these results are positive.

Cronbach's alphas for the 14 scales on the CAS-SAGR provide an initial screening. All but three scales have acceptable levels with the highest scale alphas in the advising category (.90), the funding category (.88), the mission category (.86) and the human resources category (.85). Three of the four scales with the highest alphas were also those that had the greater number of items within the scale.

Table 4

Cronbach Alpha for CAS-SAGR Instrument

Category	# of Items	Alpha
Advising	26	.90
Community Relations	6	.75
Campus Relations	4	.56
Campus Support	11	.51
Educational Programming	4	.71
Ethics	7	.76
Evaluation	3	.77
Facilities	6	.48
Funding	7	.88
Human Resources	23	.85
Mission	15	.86
Organization and Administration	4	.66
Program Advocacy	8	.82
Social and Recreational Programming	6	.81

Procedures

A total of 64 instruments were sent to representatives of the 16 institutions involved in the study. The Greek Advisor was contacted by phone prior to the study

and asked to support the efforts of the researcher by distributing the instruments to the other three participants from their campus. The researcher explained the purpose of the study and received support from all 16 Greek Advisors. All 16 Greek Advisors participated in the study for a 100% return rate from that category of respondents.

The 16 Greek Advisors were sent packets for each of the four participants from their campus. The packets included the CAS-SAGR with accompanying instruction letters on how to complete the instrument. In the letter accompanying the instruments (see Appendix H) the participants were assured that their campus had already been picked as a place with an exceptional Greek community so they should provide honest and candid responses to the questions. Participants were asked to complete the instruments and return them directly to the researcher. A self-addressed stamped envelope was included in each respondent packet for ease of return. Subsequent follow-up contact was provided directly by the campus Greek Advisor. Failure of any of the four to respond was shared with the Greek Advisor and she or he was sent another packet for the respondent to complete.

The Greek Advisors were extremely helpful in following-up with the other respondents from their campuses. This was particularly true for student respondents. Greek Advisors were contacted when student respondents failed to return their instrument. Of the 32 students who were sent surveys, 24 returned completed instruments for a completion rate of 75%. Senior student affairs officers (SSAO) made up the final category of respondents. Of the 16 SSAOs surveyed, 13 completed instruments for a response rate of 81%.

Data Analysis

The two independent variables in this study were institutional size (large/medium/small), and institutional type (public/private). The 14 dependent variables (from the CAS-SAGR) were: mission, educational programming, social and recreational programming, program advocacy, advising services, organization and administration, human resources, funding (for staff and services associated with the Greek life program), facilities, campus relations, community relations, evaluation, ethics, and campus support. The first 13 dependent variables were adapted from the standards outlined in the CAS-SAG assessment. The campus support dependent variable includes those items that were researcher-created.

Each research question is outlined with the statistical analysis performed and the dependent and independent variables.

Q1. What dimensions of the CAS standards are related to good practices at institutions identified with quality Greek communities and do these dimensions differ by size and type of institution?

Statistic: MANOVA

Dependent variables: 14 scales from CAS-SAGR

Independent variables: Size and type of institution

The one-way multivariate analysis of variance (MANOVA) was used to assess the statistical significance of the relationship of one or more independent variables (size and type) on the 14 scales of good practices found in the CAS-SAGR instrument. MANOVA is used for situations when there is correlation with more than one

dependent variable. Ideally, the dependent variables should be theoretically correlated as well as empirically correlated (Weinfurt, 1995, p. 251).

Two additional analyses were computed using Pearson r correlations to provide a richer understanding of the CAS-SAGR instrument. Correlations between actual institution enrollment and accomplishment scores were computed to look more closely at the variable of size (adding a dimension of size that complemented the categorical approach). Pearson r correlation coefficients were also computed to better understand the relationship between importance and accomplishment scores. These two additional measures provide more insights into the viability of the CAS-SAGR.

Q2. Are the dimensions of the CAS-SAGR consistent with the intended measures and does the instrument demonstrate initial reliability and validity?

Statistic: Chronbach's Alpha.

Dependent variables: 14 scales from CAS-SAGR.

Independent variables: Type and size of institution

The validity of an instrument is the degree to which it measures what it purports or is designed to measure (Nunnally, 1967). Several statistical methods were considered as potential tests of validity for the instrument. Cluster analysis and factor analysis were both considered as possible statistical processes to assess the validity of the instrument, however, a much larger sample size was necessary to perform either of these two more rigorous tests. In both of these two statistical analyses, five to ten subjects per item is generally considered adequate (Spector, 1992). In this study, there

were only 54 respondents. In future studies, larger sample sizes would allow for either factor analysis or cluster analysis as a way to more fully determine the utility of the CAS-SAGR instrument.

The limitation of sample size provided a challenge in finding a method of assessment that would adequately address the second research question. Cronbach's alpha was determined to provide an initial test of the survey's utility for research purposes.

CHAPTER IV

ANALYSIS OF DATA

This chapter presents the analysis of data collected for the purposes of the present study. The first section provides demographic information about the individual institutional participants as well as a synopsis of the 16 institutions that were part of the study. The next section highlights the statistical analyses that attempt to answer the research questions. The final section provides a discussion of the reliability and validity of the instrument used in the study.

Descriptive Data

Respondents

Table 5 provides an institutional response rate for this research. There was almost an equal balance of men and women in the study. Male respondents made up 48.1% (n=26) of the population while women represented 51.9% (n=28). A large percentage (92.6%) (n=50) were members of Greek organizations. Only four SSAOs were not members of a Greek organization. Large schools were all public and small schools were all private. Data from schools in the large category comprise 27.8% (n=15), medium schools are represented by 48.2% (n=26) of the data (20.4% from medium public institutions and 27.8% from medium private institutions), while small schools represent 24.1% (n=13). There is almost an equal number of public school (48.1%) (n=26) and private school (51.9%) (n=28) respondents. Of the respondents, 44% (n=24) were students and 56% (n=30) administrators.

Table 5

Institutional Respondents

Institution	Greek Advisor	SSAO	Students	Total
Large Public				
Purdue	1		2	3 (75%)
Maryland	1	1	2	4 (100%)
Kansas	1	1	2	4 (100%)
Indiana	1	1	2	4 (100%)
Large Public Subtotal	**4**	**3**	**8**	**15 (94%)**
Medium Public				
Miami of Ohio	1		1	2 (50%)
Bowling Green	1	1	1	3 (75%)
Kansas State	1	1	1	3 (75%)
Georgia Tech	1	1	1	3 (75%)
Medium Public Subtotal	**4**	**3**	**4**	**11 (69%)**
Medium Private				
Northwestern	1	1	2	4 (100%)
Miami (FL)	1	1	2	4 (100%)
Washington U	1	1	2	4 (100%)
Emory	1	1	1	3 (75%)
Medium Private Subtotal	**4**	**4**	**7**	**15 (94%)**
Small Private				
Bradley	1	1	1	3 (75%)
Butler	1	1	1	3 (75%)
DePauw	1		2	3 (75%)
Texas Christian	1	1	2	4 (100%)
Small Private Subtotal	**4**	**3**	**6**	**13 (81%)**
Totals (%)	**100%**	**81%**	**78%**	**54 (84%)**

Research Questions

The purpose of the study was to describe the practices of the 16 institutions noted as places where the principles and ideals of Greek life are being realized. The primary research questions were analyzed through the CAS-SAGR using a one-way

MANOVA. A secondary exploratory research question about the viability of the CAS-SAGR as a research tool was analyzed using Chronbach's alphas, an internal consistency measure.

Relationship of CAS Dimensions to Good Practices

Q1. What dimensions of the CAS standards are related to good practices at institutions identified with quality Greek communities and do these dimensions differ by size and type of institution?

The first research question required an examination of all institutions by size and type using a one-way MANOVA for all of the 14 CAS-SAGR scales of good practices. Each of the 14 scales were analyzed in two ways: an importance score (how important the variable is to the campus) and an accomplishment score (how well the variable is accomplished on the campus). The following analysis looks at importance scores first for all the independent variables and then analyzes the accomplishment scores.

Importance scores. The first series of items asked respondents how important an item identified by CAS-SAGR as a good practice was to their Greek community. Respondents indicated, for example, how important having the Greek Advisor monitor scholastic rankings for fraternity and sorority chapters was to their campus based on a Likert scale of H-M-L where L (1) was low in importance and H (3) was high in importance. These importance scores were then analyzed by size and type to determine if any of the variables were significant in terms of their relative importance to Greek community success.

The results of the MANOVA produced no significant main effects for importance scores at the $p < .05$ level. This analysis failed to reveal a significant multivariate effect for importance scores by size, Wilks' lambda =.47, $F(28, 68)=1.11$; $p = .35$; by type, Wilks' lambda =.75, $F(14, 35)=.85$, $p = .62$.

It is generally not advisable to conduct a univariate analysis on items that were nonsignificant in the MANOVA. When the multivariate *F* statistic is nonsignificant, this means that all groups have equal means on the variables and the analysis should terminate at that time (Hatcher & Stepanski, 1994). Since this was an exploratory study that sought to uncover any items that might be salient for future studies, univariate analyses were computed. Table 6 provides a summary of the scale variables with the means, standard deviations and univariate statistics.

Using a $p < .10$ for significance [used most commonly as the level of significance for exploratory studies (Borg & Gall, 1989)], no significant main effects were found for the variable of type of institution alone (public or private). Size of

institution (small/medium/large) indicated a difference on one variable, campus support (p=.06) where the mean of medium sized schools was higher than large schools. Table 6 shows the means, standard deviations, and univariate statistics for the main effects for importance scores. Once again, there were no significant differences found on the MANOVA for importance scores. The differences noted in Table 6 are those that might assist future researchers in identifying potential areas for study. The fact that all importance scores are nonsignificant by size and type is an indication that institutions think similarly about how important the 14 CAS-SAGR scales of good practices are to their campus community.

The means for importance (with a range of 1-3) for the main effects fell between 2.3 and 2.7 for each of the dependent variables. Respondents indicated that most of the CAS-SAGR scales were important components to their Greek communities. The distribution of responses for importance scales is not a normal bell shaped curve. Items fall into the high end and thus, there is a skewed distribution. Skewness refers to the extent to which the sample distribution departs from the normal curve because of a long "tail" on one end of the distribution (Hatcher & Stepanski, 1994). Appendix K provides examples of the skewness of the distribution for importance scores on the variables of ethics, funding and human resources.

Typically a post hoc analysis would be done for each of the variables that demonstrated significance. Since the univariate analysis was conducted merely to provide additional insights for future studies and there were no significant differences found in the MANOVA, no post hoc comparisons were computed.

Table 6

Means, Standard Deviations and Univariate Statistics for Importance

Variable	# items	Grand mean	SD	Large mean/SD	Medium mean/SD	Small mean/SD	Public mean/SD	Private mean/SD	Pub/Med mean/SD	Pri/Med mean/SD	F Size	F Type
Advising	26	64.04 (2.46)	8.45	64.80 (9.55)	65.15 (5.63)	60.92 (11.35)	64.00 (8.17)	64.07 (8.85)	62.91 (6.07)	66.80 (4.84)	1.18	.00
Community Relations	6	15.26 (2.54)	2.59	16.07 (2.25)	14.85 (2.68)	15.15 (2.73)	15.04 (2.57)	15.46 (2.63)	13.64 (2.38)	15.73 (2.60)	1.07	.74
Campus Relations	4	10.53 (2.63)	1.46	9.93 (1.91)	10.88 (1.20)	10.54 (1.20)	10.27 (1.46)	10.78 (1.25)	10.73 (1.10)	11.00 (1.30)	2.04	.91
Campus Support	11	29.56 (2.69)	2.99	30.93 (2.34)	29.38 (2.90)	28.31 (3.40)	30.23 (2.58)	28.93 (3.25)	29.27 (2.69)	29.47 (3.14)	2.96*	2.63
Educational Programming	4	10.37 (2.59)	1.48	10.67 (1.40)	10.35 (1.44)	10.08 (1.71)	10.27 (1.46)	10.46 (1.53)	9.73 (1.42)	10.80 (1.32)	.55	.28
Ethics	7	19.13 (2.73)	2.63	18.87 (2.88)	19.35 (2.81)	19.00 (2.04)	18.96 (2.93)	19.29 (2.35)	19.09 (3.14)	19.53 (2.64)	.17	.66
Evaluation	3	7.04 (2.35)	1.86	6.80 (2.04)	7.40 (1.68)	6.62 (1.98)	6.92 (2.02)	7.15 (1.73)	7.09 (2.07)	7.64 (1.34)	.93	.14
Facilities	6	15.15 (2.53)	2.75	15.67 (2.38)	14.96 (3.30)	14.92 (2.06)	15.23 (2.55)	15.08 (2.99)	14.64 (2.77)	15.23 (3.79	.36	.17
Funding	7	17.40 (2.49)	4.18	17.53 (3.48)	17.64 (4.58)	16.77 (4.34)	17.42 (3.43)	17.37 (4.85)	17.27 (3.52)	17.93 (5.38)	.19	.10
Human Resources	23	56.21 (2.44)	10.21	59.60 (7.41)	56.24 (11.46)	52.23 (9.68)	56.88 (9.33)	55.56 (11.13)	53.18 (10.70)	58.64 (11.84)	1.87	.06
Mission	15	40.04 (2.67)	3.57	40.20 (4.20)	40.50 (3.30)	38.92 (3.35)	40.00 (3.84)	40.07 (3.38)	39.73 (3.47)	41.07 (3.17)	.86	.00
Organization/ Administration	4	10.80 (2.70)	1.52	10.67 (1.50)	11.04 (1.31)	10.46 (1.94)	10.81 (1.33)	10.79 (1.71)	11.00 (1.10)	11.07 (1.49)	.69	.10
Program Advocacy	8	20.06 (2.51)	2.64	20.53 (2.90)	20.19 (2.61)	19.23 (2.39)	19.88 (3.02)	20.21 (2.27)	19.00 (3.10)	21.07 (1.83)	.91	.13
Social/Recreat. Programming	6	14.26 (2.38)	2.56	14.27 (3.28)	14.58 (2.16)	13.62 (2.43)	14.35 (2.78)	14.18 (2.37)	14.45 (2.07)	14.67 (2.29)	.60	.15

*$p < .10$

Accomplishment scores. The CAS-SAGR scales were also analyzed by how well an institution accomplished each of the variables. Respondents were able to rate their institution using a Likert scale of 1-5 on the accomplishment of each of the items on the CAS-SAGR where 1= "no accomplishment" of the item and 5="item is well accomplished" or a strong factor in their Greek system. Respondents who were unsure of the accomplishment on any of the criteria could select "U" for unknown. The "U" score was computed as the mean score of the variable (T. Franklin, personal correspondence, January 15, 2000). These scores represent the "accomplishment" of an institution and reflect how well the institutional representatives feel their Greek community accomplishes each of the scale measures of good practices.

The results of the one-way MANOVA for accomplishment produced no significant main effects at the $p < .05$ level. This analysis failed to reveal a significant multivariate effect for accomplishment scores by size, Wilks' lambda =.51, $F(26, 72)= 1.15$, $p = .31$; by type, Wilks' lambda =.68, $F(13, 38) = 1.38$, $p = .21$.

Once again, univariate analyses were computed to determine future research areas. Table 7 shows the means, standard deviations and univariate statistic results for accomplishments on each of the scales. As was true for importance scores, institutions look more similar in their means for accomplishment scores. There were two variables with differences at the $p < .10$ for the main effect of type. Educational programming ($p = .03$) and organization and administration ($p = .09$) showed noteworthy differences. Private schools had higher means than public schools for educational programming while publics had higher means than privates in

organization and administration. Campus Support ($p = .08$) was noteworthy for the main effect of size with medium sized schools having higher means than large schools.

The means for accomplishment (with a range of 1-5) fell between 3.0 and 4.0 with a few exceptions. The range of means was 2.93 to 4.56. As with the means for importance scores, there was a positive skewness to the distribution. Appendix K provides three examples of the skewness for the scales of ethics, funding and human resources. The means for both importance and accomplishment scores will be discussed more fully in Chapter V.

Table 7

Means, Standard Deviations and Univariate Statistics for Accomplishment

Variable	# items	Grand mean	SD	Large mean/SD	Medium mean/SD	Small mean/SD	Public mean/SD	Private mean/SD	Pub/Med mean/SD	Pri/Med mean/SD	F Size	F Type
Advising	26	96.26 (3.70)	15.90	97.56 (16.25)	99.15 (13.82)	88.96 (18.25)	95.58 (15.22)	96.89 (16.77)	92.88 (13.99)	103.75 (12.16)	1.91	.03
Community Relations	6	21.00 (3.50)	3.90	20.33 (3.79)	21.89 (4.12)	19.99 (3.44)	20.38 (3.40)	21.58 (4.31)	20.45 (2.95)	22.96 (4.61)	1.35	1.46
Campus Relations	4	15.46 (3.87)	3.13	14.19 (3.76)	16.42 (2.47)	15.08 (3.09)	15.12 (3.44)	15.78 (2.82)	16.40 (2.58)	16.43 (2.47)	2.66*	.54
Campus Support	11	41.41 (3.76)	5.48	42.40 (5.53)	41.13 (5.89)	40.84 (4.79)	41.03 (6.45)	41.77 (4.50)	39.17 (7.38	42.57 (4.23)	.34	.54
Educational Programming	4	13.61 (3.40)	3.05	12.73 (3.39)	14.31 (2.95)	13.23 (2.71)	12.73 (3.18)	14.43 (2.73)	12.73 (3.04)	15.47 (2.36)	1.42	4.75*
Ethics	7	30.72 (4.39)	3.98	29.69 (5.54)	31.63 (3.33)	30.07 (2.73)	30.34 (4.81)	31.07 (3.07)	31.21 (3.64)	31.94 (3.17)	1.38	.43
Evaluation	3	9.50 (3.17)	2.84	9.14 (3.11)	9.74 (3.00)	9.43 (2.29)	9.04 (3.23)	9.93 (2.40)	8.91 (3.54)	10.35 (2.49)	.22	1.10
Facilities	6	23.18 (3.86)	3.54	24.69 (2.85)	22.72 (4.24)	22.30 (2.32)	23.31 (3.91)	23.06 (3.21)	21.43 (4.48)	23.81 (3.85)	2.05	.07
Funding	7	22.30 (3.19)	6.03	20.51 (5.99)	23.74 (6.12)	21.47 (5.63)	21.69 (5.51)	22.86 (6.53)	23.31 (4.54)	24.06 (7.20)	1.56	1.22
Human Resources	23	86.64 (3.77)	20.68	91.93 (13.81	85.92 (25.25)	81.97 (16.67)	88.83 (15.18)	84.60 (24.84)	84.62 (16.58)	86.87 (30.66)	.83	.75
Mission	15	56.14 (3.74)	7.70	55.90 (7.18)	57.65 (7.48)	53.38 (8.48)	55.98 (7.80)	56.28 (7.76)	56.09 (8.93)	58.80 (6.30)	1.36	.01
Organization/ Administration	4	15.23 (3.81)	3.45	15.87 (2.84)	15.60 (3.82)	13.74 (3.08)	16.00 (2.88)	14.51 (3.82)	16.18 (3.06)	15.18 (4.35)	1.69	2.99*
Program Advocacy	8	27.48 (3.44)	5.54	26.68 (6.10)	28.62 (5.43)	26.13 (5.00)	26.93 (6.21)	27.99 (4.89)	27.27 (6.65)	29.60 (4.32)	1.09	.36
Social/Recreat. Programming	6	20.79 (3.47)	4.07	19.67 (3.37)	21.78 (3.95)	20.10 (4.81)	20.59 (3.79)	20.97 (4.38)	21.84 (4.12)	21.73 (3.97)	1.56	.09

*$p < .10$

As an additional post hoc analysis, the actual institutional enrollment was correlated with the 14 dependent variables to see if there was significance. The categorical approach to size (small, medium, large) provided a weaker analysis as institutions with similar sizes might be in different categories. The difference between an institution of 15,000 and one with 20,000 might not be as helpful a measure as the actual enrollment might be. Table 8 shows the correlation coefficients for accomplishment from the CAS-SAGR scales based on actual enrollment of the institution. Only accomplishment ratings were used for this analysis as the Pearson r correlation is not recommended for variables that assume only three values (or less) (Hatcher & Stepanski, 1994). As Table 8 demonstrates, there are two scales (Advising, $p = .29$, and Organization and Administration, $p = .29$) that have statistically significant correlation coefficients at the $p < .05$ significance level when enrollment is considered.

Hatcher and Stepanski (1994) provide an approximate guide for assessing the strength of the relationship measured by a Pearson r correlation. The greater the absolute value of a correlation coefficient, the stronger the relationship between the variables (Hatcher & Stepanski, 1994). With .00 showing no correlation, $\pm.20$ being a weak correlation and $\pm.50$ as a moderate correlation, only two variables demonstrate a significant correlation at the $p < .05$ level with correlations at .29 (Advising) and .28 (Organization and Administration). The remainder of the Pearson r correlations were in the .00 to .20 range.

Table 8

Size and Accomplishment Correlations

Scale	r
Advising	.29*
Community Relations	.14
Campus Relations	.09
Ed Programming	.01
Ethics	.19
Evaluation	.03
Facilities	.14
Funding	.12
Human Resources	.06
Mission	.13
Organization & Admin	.28*
Program Advocacy	.08
Social & Rec Programming	.02

* $p < .05$

Relationship between Importance and Accomplishment Scores

As a way to determine the relationships between the importance scores and accomplishment scores, a Pearson r correlation was computed on each of the scale importance and accomplishment scores. The greater the relationship between the two (an item is high on both importance and accomplishment scales), the higher the correlation. The converse is true as well. Nine scales (advising, community relations, campus relations, evaluation, funding, human resources, mission, program advocacy

and social and recreational programming) had statistically significant correlation coefficients at the $p < .05$ level. Table 9 shows the correlations between the importance and accomplishment scores for the 14 scales. Nine of the 14 scales had statistically significant correlations meaning that the two CAS-SAGR measures demonstrated a positive relationship.

Table 9

Importance and Accomplishment Correlations

Scale	Importance Mean(SD)	Accomplishment Mean(SD)	Pearson r
Advising	64.04 (8.45)	96.26 (15.90)	.69*
Community Relations	15.26 (2.59)	21.00 (3.90)	.33*
Campus Relations	10.53 (1.46)	15.46 (3.13)	.41*
Campus Support	29.56 (2.99)	41.41 (5.48)	.21
Educational Prog	10.37 (1.48)	13.61 (3.05)	.25
Ethics	19.13 (2.63)	30.72 (3.98)	.23
Evaluation	7.04 (1.86)	9.50 (2.84)	.49*
Facilities	15.15 (2.75)	23.18 (3.54)	.17
Funding	17.40 (4.18)	22.30 (6.03)	.79*
Human Resources	56.21 (10.21)	86.64 (20.68)	.68*
Mission	40.04 (3.57)	56.14 (7.70)	.35*
Org and Admin	10.80 (1.52)	15.23 (3.45)	.21
Program Advocacy	20.06 (2.64)	27.48 (5.54)	.52*
Soc /Rec Program	14.26 (2.56)	20.79 (4.07)	.65*

* $p < .05$

CAS-SAGR Instrument Utility

Q2. Are the dimensions of the CAS-SAGR consistent with the intended measures and does the instrument demonstrate initial reliability and validity?

Since this research study was exploratory in nature, a component piece of the analysis was determining the reliability of the CAS-SAGR measurement and to determine its feasibility for future research studies. CAS is intended as a self-evaluation tool for institution specific evaluation. An analysis was performed on the instrument to determine if the 14 areas were reliable measures of a category. Cronbach's alphas were performed to determine how well each category measured a common construct. As a widely used test of internal-consistency reliablity (DeVellis, 1991), Cronbach's coefficient alphas were calculated on each of the 14 standards or measures in the instrument. The results of the Cronbach's alpha were reported in Chapter III and can be found in Table 4.

Ten of the scales had respectable alphas while only three of the 14 scales had alphas below .60. Given that generally a modest reliability of .50 or .60 is acceptable in the beginning stages of research (Nunnally, 1967), a reliability of .70 is respectable (DeVellis, 1991, Nunnally, 1978), and .80 is better for instruments that will be widely used (Carmines & Zeller, 1979), these results are positive.

Cronbach's alphas for the 14 scales on the CAS-SAGR provide an initial screening. All but three scales have acceptable levels with the highest scale alphas in the advising category (.90), the funding category (.88), the mission category (.86) and the human resources category (.85). Three of the four scales with the highest alphas

were also those that had the greater number of items within the scale.

Summary

The results from the statistical analysis of the 14 CAS-SAGR scales with the independent variables of size and type indicate that quality Greek communities appear to be more similar than different. Mean scores across size and type are similar for both importance and accomplishment scales. There was little variation among the scales with no significant differences found on the MANOVA.

Cronbach's alphas for the scales on the CAS-SAGR instrument provided some implications for future use. With the exception of three scales, the remaining 11appear to measure uniquely different aspects of a Greek program. In order for there to be more rigorous validity and reliability testing, more respondents (five to 10 per survey item) are needed from each campus.

CHAPTER V

DISCUSSION AND CONCLUSIONS

Overview

Student subcultures are an integral component of a campus environment and have great influence over the development of members of the subculture (Astin, 1993, Horowitz, 1987; Kuh, 1990; Kuh & Whitt, 1988). Astin (1993) proclaims that a student's peer group is the single most important influence on the growth and development of a student during college. Whitt (1996) believes that understanding student cultures is critical to improving institutional effectiveness.

Greek organizations and the shared cultural values they perpetuate on a college campus can affect student growth and development in powerful ways (Arnold & Kuh, 1992; Astin, 1985; Kuh & Lyons, 1990). For this reason, it is important to study the Greek subculture in meaningful ways. "Indepth understanding of campus student cultures is necessary to influence those cultures, as well as to create campus environments that promote student learning" (Whitt, 1996, p. 189). Terenzini and Upcraft (1996) state that a fundamental purpose of assessment is to identify the influences that shape student learning and change as well as to look at those influences over which the institution has policy or programmatic control whereby maximum educational outcomes can be enhanced. In this case, institutions can have policy or programmatic influence over the quality of a Greek life program which in turn can have a powerful effect on the learning and growth of student members.

There were two purposes the present study was intended to fulfill. The first

was to determine what relationship the variables of size (large, medium and small) and type (public or private) of institution have on high quality Greek communities. As this study was a descriptive analysis of institutions deemed to host quality Greek systems, it was important to look at what variables might contribute to that success. As a benchmarking study, it was interesting to determine the relationships that exist between size and type as they apply to good Greek programs.

The second purpose was to explore the feasibility of utilizing the CAS-SAGR for Fraternity and Sorority Advising as a research tool. Given that the CAS survey was intended for self-assessment and was not created through empirical measures, the study attempted to respond to the question of instrument utility by evaluating its use in this research. This chapter will provide a discussion of the research, implications of the findings for both practice and future research, and the limitations of the study.

Discussion

Greek Communities of High Quality

The identification and description of the 16 institutions, representing varied sizes and types, which host quality Greek life communities, provides practitioners with some prototype for Greek systems to use when looking at improving their own campus Greek chapters. The schools can serve as models that can be emulated for the processes and support that the institution provides to its Greek organizations. The large number of nominators provided a good breadth of knowledge about Greek communities across the country. This exercise (determining high quality Greek communities) had not been done previously. The resulting findings can help

practitioners in Greek life as they seek like organizations after which to model their programs and practices.

The empirical results of this research provide some insights into good practices at institutions with high quality Greek communities. While the variables of type and size did not demonstrate statistical significance, the data reflect that good quality Greek systems are more alike than they are different. This would reflect that neither size nor type seems to make a difference in which items contribute to the success of quality Greek communities. Given that the chosen campuses were designated as high quality from the start, there could be inflated ratings on the accomplishment items. This information, however, is quite encouraging for institutions of different sizes and types looking at the results of this study with an eye toward improving their own Greek systems.

Good Practices

Looking at the means of the 14 scales of good practices, most of the importance means fall between 2.3 to 2.7 for each scale. Given that a rating of 3 is the highest, all institutions seem to believe that most of the variables are of high importance to the success of their Greek community. In fact, the lowest mean score for any variable (by size and type) was a 2.21. Means were lowest in the evaluation and social/recreational programming categories and highest in the ethics and organization and administration categories. Both of the categories with highest means have a small number of items. Ethics is comprised of seven items and all involve a Greek advisor's adherence to high standards of principles and conduct (management

of funds, confidentiality). The organization and administration category has four items with two items relating to having an appropriate judicial system for Greek concerns and one addressing the need for a relationship statement. These items are ones that seem more "controlling" and thus might be considered important components of a Greek community structure. Holding Greek organizations to high standards of conduct may well be a critical area of importance for successful systems.

When respondents were asked to assess the performance (accomplishment) of their institutions on each of the good practices scales, once again, there were no statistically significant items from the MANOVA. Although not statistically significant, medium private institutions had the highest means for ten of the 14 CAS-SAGR scales. Large publics had the highest means in both importance and accomplishment for the human resources and facilities categories. Medium private schools tended to believe that more items were important for their Greek communities and also believed they accomplished those things well. In general, all institutions rated their accomplishment of good practices highly. This is not surprising as the institutions were chosen based on their perception as having the highest quality Greek communities in the country. One might expect that they do things well.

Means for each accomplishment scale were in the 3.0-4.0 range with a few exceptions. A mean of five would indicate complete accomplishment of the item or goal. Given that all the means for accomplishment are high, there is a good indication that institutions felt a high degree of accomplishment for each of the good practices measured in the survey.

The variable with the highest mean was ethics where means ranged from 4.24 to 4.56. (Ethics had the highest mean for importance as well.) It appears that having an ethical Greek Advisor is critical to the success of a system. This was a concern that was raised during the Delphi process by the sorority executives who declined to participate. They shared the belief that the Greek Advisor can "make or break" a Greek community. These data may help support their contention that the Advisor is a critical component of a successful system. Ethics items all relate to the conduct of the Greek Life staff.

Institutions report a high degree of accomplishment regardless of size and type. Large public schools had a 2.93 accomplishment mean for funding, and medium publics had a 2.97 mean for evaluation. Given the resources of the four large public schools (25,000+ student bodies), one might expect that funding would be higher however, the perception is that funding is below average for these schools. Small schools had lower means for all the scales (both importance and accomplishment). Perhaps there is a belief that as small schools they do not do things as well as the bigger institutions that might be perceived as more well funded and staffed.

The Center for the Study of the College Fraternity (CSCF) found that public institutions indicated less direct control over their Greek communities than did private institutions. Of the private institutions in the 2000 CSCF study, 33.6 percent indicated direct control with another 58.6 indicating moderate control. On the contrary, only 16 percent of public institutions indicated direct control with another 58.3 percent indicating moderate control. The CSCF's 2000 Status report also found that there were

differences between small, medium and large institutions in the amount of control institutions had over their Greek communities. Direct control was indicated by 29.9 percent of small schools (with less than 5,000 students) compared to 20.4 percent of medium sized schools (5,000 to 15,000) and 11.7 percent of large schools (over 15,000 and all public.) This is an interesting finding in lieu of this research project where small schools rate their accomplishment of the scales of good practice as lower than larger institutions. The CSCF data would suggest they have more control over their Greek communities and thus might be better able to create a "high quality" system. One might expect that large schools would feel more powerless to effect change in their Greek communities as only 11.7 percent indicated "control" over their systems, yet many had highest accomplishment means in this study. It may be that high quality systems are different than others in the CSCF study and that more research needs to be done to determine the critical differences.

One wonders what all the "sameness" means when it is set against the great diversity among campuses in this study. In Involving Colleges (Kuh et al., 1991), none of the small residential colleges included in the study had fraternities and sororities. "These institutions were not selected for this reason; surely there are small residential liberal arts colleges where both high levels of involvement and fraternities and sororities exist. We speculate, however, that the presence of Greek organizations is more likely to be a negative influence on the quality of community life at small colleges than at large universities" (Kuh et al., 1991, p. 330). They also found that "While some respondents at the larger involving colleges expressed reservations about

the presence of Greek organizations on their campus, at most of these institutions the values of fraternities and sororities were not altogether different from the values of the dominant student subcultures" (Kuh et al., 1991, p. 330). One might conclude that if Greek systems are positive contributors on a campus and express values similar to the dominate culture, type and size do not make a difference. A quality Greek program on any size campus can enhance the community and the students who are members. This research study can be used to help those institutions struggling with their Greek communities identify what aspects of the Greek life program need to be enhanced in order to transform a substandard Greek experience into a positive one.

CAS-SAGR

A second feature of this exploratory study was to examine the CAS-SAGR as a tool for future research use. As a way to measure internal consistency, Cronbach's alphas were performed on the 14 scales of good practice with all but three having alphas above .60 on the reliability rating. As a basic way to determine potential utility of the survey, the Cronbach's alphas demonstrate initial reliability. It is apparent that more research needs to be done to improve the survey if it is to be used as a research tool. Given that the original CAS survey was not intended as a research tool nor was it empirically based, there were no internal consistency tests applied to the original set of CAS standards and guidelines. The CAS-SAGR would benefit from additional studies with a greater number of participants. For example, a factor analysis would require 5 to 10 participants per item.

The post hoc evaluations of the correlations between enrollment and

accomplishment ratings and the correlations between the importance and accomplishment means provided some additional insights. Since the categorical approach to size was confounded with type for small and large schools, enrollment was thought to be a more precise measure of the impact of size on the accomplishment of the scales. Two of the 14 scales, advising and organization and administration, showed significance when enrollment was correlated with accomplishment. This might mean that size could be a factor in good quality Greek systems when it is examined in a different way. There are often more advising staff at large systems. For example, the University of Maryland employs the equivalent of five full-time staff in Greek Life while small schools might have one staff member who serves as an advisor to the Greek system as well as coordinating a number of other functional areas. The advising scale is comprised of items that measure the Greek Life advising staff's responsibilities. It is likely that the larger the system, the more staffing there is available.

The organization and administration category is comprised of four items which relate to structural areas associated with Greek life including the presence of a "relationship statement" and judicial procedures for handling conflicts. As with advising, these areas may be more likely to be present at large, bureaucratic institutions than at smaller campuses. With a greater number of schools, the examination of enrollment might be interesting to consider. Future studies might incorporate this variable as a more true test of the value of size on quality issues.

When importance and accomplishment were correlated, not surprisingly, there

were nine of the 14 scales demonstrating significance. In high quality systems, it seems that the items that are most important are accomplished more often (or vice versa). There could also be a halo effect in this study as the respondents were told that their system was chosen as a high quality Greek community. This might have had an impact on their perspective on how well their institution accomplished the items in each scale. In future studies, it would be interesting to look more broadly at Greek communities of differing quality to see if these scales would correlate as well as they do for high quality systems.

This exploratory study provided a beginning point for future research studies on the viability of the CAS-SAGR assessment measure. More respondents are needed to perform more sophisticated analyses. Future research might look at the entire survey without the CAS developed categories to determine what factors are being measured and to regroup the 129 items into different scales or to be more precise with the individual items in a scale. An item by item examination might show which items are useful measures of a scale and which are not as helpful. This study retained the CAS standards which have applicability across functional areas, however, future studies might omit the predetermined categories and look more globally at the survey with new empirically driven scales.

Implications for Practice

Benchmarking

Upcraft and Schuh (1996) talk about the importance of consulting with other institutions when practitioners on a campus are confronted with a particular problem

or issue. "We do this primarily because we want to benefit from the wisdom and success of others..." (p. 240). They suggest that this process, called benchmarking, has become more sophisticated in which "best practices" of like organizations are studied to improve services or processes in order to become "best in class" (p. 240). While institutions may not necessarily look at other institutions as competitors in the Greek life business, there is a need for "best practices" to be identified so that institutions can learn from the "success" of others. The identification of the 16 institutions in this study provided a set of "best practices" in Greek life.

As campuses struggle to determine how to best embrace Greek student subcultures through changing and supporting programs and behaviors, there is a need to identify institutions that can serve as models for excellence. Perhaps the greatest contribution this study made was to provide a normative data set of institutions that do "the right things" in regard to their Greek life program. Student affairs practitioners now have a group of Greek life programs that represent the top end measure of quality as judged by a set of standards developed by the profession. While these institutions were noted as hosting quality Greek communities in this study, periodic research needs to be done to note any changes to these "best practices" places. An analysis of the "best" places in Greek life might be done on a 5-year basis to ascertain any changes in those institutions hosting quality Greek communities.

The Delphi process that identified, with strong support among the "experts," the 16 campuses with high quality Greek life programs provides a benchmark for good practice. A current doctoral student from Indiana University (Jelke, 2001) visited two

campuses from the 16 institutions from this study in his qualitative study of good practices in Greek life. Practitioners from small campuses as well as those from large schools can look at schools that closely match their campus ecology and consult with the programs in this study to improve their practices. "Using other comparable organizations as models can help your organization in its strategic planning. For example, if a student affairs operation is reconsidering its mission and goals, it might be useful to know more about the mission and goals of successful student affairs operations in comparable institutions. Again, the key is selecting the right institutions and identifying measurable criteria for determining "successful" student affairs operations" (Upcraft & Schuh, 1996, p. 242).

CAS Standards

The CAS survey for Fraternity and Sorority Advising was developed by a group of fraternity and sorority professionals under the scrutiny of a board of seasoned student affairs professionals representing CAS, a project intended to provide guidelines for each student affairs area. There were 13 general standards (variables) in the CAS survey. An additional variable called "Campus Support" was created by the researcher and added to the survey as a way to measure several variables that were not part of the CAS survey.

The CAS Standards and Guidelines for Fraternity and Sorority Advising were quite comprehensive in their review of Greek life programs but there were several areas missing that are important components of a Greek community. Over the course of this research study, CAS made revisions to the Standards and Guidelines for

Fraternity and Sorority Advising. The revision added four new Standards and eliminated one. Advising Services was eliminated from the standards although many of the items were included in the section on Human Resources (found in both). Future studies might look at how the advising items fit in the new area since it appears that the items were moved from one standard to another based on practitioner experiences and not through an empirically driven process. In some cases, it appears that the CAS general standards create a difficulty for item placement. Items are placed in one scale or another without any precise guidelines for how the items fit in the given scale. For example, the one item on the survey which measures the relationship with the campus and the national office is in Community Relations. Others in that category relate to relationships with the surrounding neighborhood or alumni. Given the important relationship between a chapter and its national headquarters, it seems that more emphasis needs to be placed on adequately measuring that construct. This phenomenon may well be why the measures employed to test internal consistency and validity found no correlations in each of the scales.

The new Standards reflect the changing nature of campuses. Sections on Diversity, Leadership, Legal Responsibilities, and Equal Opportunity, Access, and Affirmative Action were added. Several of the standards measured in this research were merged in the 1997 revision. While several standards were changed, the individual guidelines or items remained fairly static. The changes to the CAS standards are appropriate given the changing demands of Greek life programs.

There are two areas that are perhaps still conspicuously absent from the

standards. One general standard of good practice might articulate the espoused values of academic achievement in Greek chapters. Greek mission statements all reflect the complementary nature of the Greek organization and the academic enterprise, yet only a few relevant items are included in the CAS survey and those are immersed in educational programming. Future revisions to the CAS standards might consider explicitly adding a section on supporting the academic enterprise and look closely at the items in the researcher-created campus support scale to see if the academic items there could be added to the new scale.

Another variable that might be included in future revisions involves the relationship with the inter/national organization. This relationship is unique in higher education as the support and resources of the national office can complement the student development initiatives of the Greek life office and the campus in powerful ways. This important external relationship should be more prominent in the CAS standards.

The CAS-SAGR for Fraternity and Sorority Advising used in this study is not yet a valid measure of the good practices it intends to assess. It may well have some utility as an approach for managing and leading Greek organizations on a particular campus yet it is apparent that more research needs to be done to determine its full utility as a research tool. In each of the 14 scales, there are helpful guidelines for Greek affairs professionals as they advocate on behalf of their Greek organizations and the individual items and scales may be useful as internal assessments of a particular campus. Clearly, more work needs to be done if the survey is utilized for comparative

research. Given that the survey was created for institutional program improvement, it is a helpful and useful measure for localized improvement of programs and services.

As an exploratory study, the revision and utilization of the CAS survey for Fraternity and Sorority Advising demonstrated that the survey needs further empirical testing before it adequately measures the intended concepts. The survey was created to help "an institution gain an informed perspective on its strengths and deficiencies and then plan for program improvement" (CAS Standards and Guidelines, 1988, p. iii). Although the survey is not ready for multi-institution research, it may well be a good internal guide for program development and improvement. Once again, more studies need to use the CAS-SAG with greater numbers of respondents in order to examine its utility for research more adequately.

A few items need to be addressed to improve the survey. While the unknown category allowed respondents to opt out of responding to an item they felt unprepared to judge, the analysis of the data for this item became problematic. Future studies might encourage respondents not to respond to an item they did not feel prepared to answer so that the unknown category could be dropped from the analysis altogether. The "u" response could be eliminated with respondents being forced to make a choice based on their knowledge. Another option would be to look more closely at those items marked "u" in this study to determine if the items are good measures of the intended variables. Some items might be difficult for a student as he or she might not know the budget for Greek life or benefits provided to staff. There might be some sections where campuses with the applicable standards (e.g. chapter housing) have

respondents answer and those without the standard could leave it blank. The other change to the survey might be to word some of the questions differently so that they are not all written in a positive way. This can lead to bias in responses. (DeVellis, 1991; Spector, 1992). Future analysis of the items in the survey might look more closely at rewording some items to reduce this potential bias.

The survey took roughly 45 minutes to complete which is a fairly lengthy task. The survey could probably be shortened by looking more closely at the items in each of the scales to determine which ones did not fit in the categories designated by CAS. One place to start would be to examine those items which received "u" responses to see if those should be kept in the survey. Some of these items related to financial support of the Greek program which students in this study indicated they were unaware of. This would eliminate some items and streamline the survey.

The secondary, exploratory component of this study was to adapt and apply the CAS Assessment for Fraternity and Sorority Advising as a research measure that could be used in further studies. Since there are no multi-campus research instruments that attempt to measure good practices, with more intensive development, this survey could be of future use in subsequent studies that look more critically at institutional support of Greek communities. Exploring the viability of utilizing this assessment tool as a research survey was an important component of the research. When CAS first created standards for functional areas, they were created with "the intent of providing higher education professionals with criterion measures against which they could assess and make judgments about the character and quality of their programs, services, and

facilities" (Miller, 1996, p. 253). This study has contributed to the knowledge base for CAS and helps improve the ability of professionals to make judgments about Greek life programs.

High Quality Greek Systems

Much is made of the cultural differences between the variables of large and small, public and private institutions. This study attempted to look at the relationships of these variables in determining the quality of Greek communities. Based on the results of the research and given the limitations of the small size of the sample, it appears that size and type have relatively little bearing on the quality of high performing Greek communities. Indeed, the 16 institutions in the study with great variations in size, looked very similar. It appears that high quality Greek communities are less dependent on size or type and more dependent on other factors. It is important to note that this may not be the case with all Greek communities. This study looked solely at high quality Greek systems. With lower performing Greek communities (or average performers), size and type may have more impact on good practices. The data collected in this study provide an excellent normative database for quality Greek communities and might be considered the benchmark measure for "best practices" in Greek life. Perhaps the best news from this research is that size and type do not seem to matter when one looks at high quality Greek communities.

Two recent studies (Jelke, 2001; Kovac, 1995) examined, through qualitative lenses, an individual chapter on one campus noted as successful in realizing fraternal values, and two campus Greek systems noted as having good quality. The study on

one fraternity chapter (Kovac, 1995) found that the larger culture of the Greek community superseded efforts of individual chapters in realizing their values. In essence, no matter how high the aspirations a group might have, the larger Greek community values stifle excellence unless excellence is a hallmark of the system. Jelke (2001) looked at two of the sixteen institutions noted as quality Greek communities in this study and found that institutional expectations for excellence transcended size, type or geographic location. He found that good quality Greek systems had clear expectations from the institution and were directed toward positive outcomes. Given the outcomes of these studies, there is a greater need for examples of quality Greek communities that have high expectations from institutional hosts.

As Kuh and others (1991) found, student affairs leaders struggle with appropriate responses to Greek life communities on their campuses. Some believe that the presence of Greek organizations is antithetical to the mission of the institution while others are overwhelmed with the problems associated with negative group behavior. There is a need for research on what makes some Greek communities positive contributors to their campus communities so that practitioners will have models to look toward when struggling with Greek life programs and policies.

The initial phase of this research was to determine which Greek communities were living up to their founding values and ideals and were making positive contributions to their campus and the community. Identifying 16 institutions in four categories classified by size and type provided a contribution to research in Greek life as well as to practitioners seeking to identify institutions which closely resemble theirs

yet may have more success in their Greek community. These institutions provide a starting point for people looking to focus on the positive contributions Greek communities can make to their campus. The goal of describing best practices at these institutions provided a good beginning point for future research.

Implications for Further Research

This research provides insight for additional studies on Greek organizations and their host institutions. While this study attempted to describe good practices through the lenses of quantitative research, additional studies might look at the same phenomena by using qualitative methods or by using a random sample of Greek communities. Additionally, if the variable of size is considered again, more institutions should be studied. The large and small school sample sizes limit the applicability of this study. The Center for the Study of the College Fraternity (2000) had similar problems isolating size and type variables in its report on a 1997 study of fraternity and sorority communities. Its large category (>15,000 undergraduates) included only public institutions. A number of large private institutions was nominated in the first round (e.g. University of Southern California, Cornell University) but did not receive enough votes in the final round. A concerted effort to look at large privates should be a component of any future research. The variable of enrollment showed some promise as a way to distinguish Greek systems. Using enrollment with a much larger sample size would be a useful contribution to the literature and practice.

Future studies might also look more closely at geographical representation since

half of the institutions in this study were located in the mid-western region of the country. There may be some unique aspects of the fraternity and sorority culture that are missing. For example, Asian Pacific American fraternities and sororities were founded on the West coast while Latino fraternities and sororities were founded on the east coast. Reisberg (2000) argued that the greatest change in the Greek community might well be the growth of multicultural fraternities and sororities which are largely products of the west and east coasts. The first Gay fraternity was founded on the West coast as well. As an important component of the campus culture, diversity within the Greek community should be studied. There may be more diverse Greek communities in other geographical regions. None of the 16 institutions in the study was historically Black colleges or universities, thus limiting the applicability of this research to those institutions. Future research should be more intentional about selecting institutions from this category as Greek communities on these campuses can provide helpful insights.

The researcher chose to look solely at institutions that hosted "quality" Greek communities. A subsequent research study might differentiate between varied quality systems and include institutions that are not known for hosting Greek communities that emulate the best practices and ideals. This would provide some assurance that the practices utilized by the institutions in this study were unique to the highest quality institutions and not true for all institutions. It is impossible to say, statistically, that the institutions in this study are substantively different from others with Greek communities as no comparative institutions were selected. A matched sample of

quality Greek communities and random campuses with similar size and type could add depth to the research. Since the CAS-SAGR used found no differences in size or type of institution, conceivably the survey could provide a good way to differentiate between successful and marginal Greek systems. A Greek community in transition could look at the accomplishment scores found in this study and use those as guides for implementation.

The research of both Jelke (2001) and Kovac (1995) support the notion that institutions have an important role in establishing high standards for their Greek communities. Institutions that fail to have high expectations might well have Greek systems that live up to those low standards. Future studies might look more closely at the institutions which have established high standards (several examples are noted in Chapter II and include the University of Southern California, the University of Pennsylvania and the University of Maryland) to investigate the success of campus Greek communities which are being held to higher standards. A comparison of those campuses with explicit standards and those without might provide useful insights into Greek reform.

Examining the sizes of the Greek communities in relation to the campus population might provide interesting insights. For example, small schools may have larger proportions of their campus bodies joining Greek organizations making Greeks the dominant student subculture. On larger campuses, the percentage of the undergraduate student body that is Greek may be relatively small, thus making Greek life just one of many alternative student subcultures. The influence of Greeks on small

campuses might be much greater than on a large campus due to the size of the Greek community. It may also be true that Greek communities on large campuses may be the size of a small school and have similar "small school" cultural nuances. Given the research on student subcultures and their impact on the campus environment, this might be a piece of future research.

It is important to note that the institutions in this study may or may not continue to be the best models of good practice. Future studies might include another Delphi approach to determine if these 16 schools continue to support and host quality Greek communities. Given the nature of the college campus, change in a Greek system can occur quite rapidly with a critical incident or the mere fact that a new generation of Greek members occurs every four years. Future studies should repeat the process in order to keep an eye on changes that might occur.

The CAS-SAGR provides additional opportunities for research. The survey has been used in this study and could be further evaluated as a research tool for analyzing the strengths and limitations of a Greek community. Future studies might include a much larger sampling of institutions especially in the large private and small public size categories with a greater number of respondents from each campus. In order to obtain survey reliability and validity, a greater number of surveys need to be included in the analysis. To ascertain the survey's true validity using a more sophisticated factor analysis, there needs to be at least five to ten respondents per item on the instrument.

Additionally, aspects of the survey as they currently exist need to be considered

for future work. Some of the categories have too many similar items while others have too few to measure the intended variable adequately. The survey was amended in a number of ways (outlined in Chapter III) although there remain a number of items that are either missing or misplaced. For example, the Community Relations category has four items with three of the four measuring alumni and national involvement. Only one of the items measures what the category purports to measure. When considering the literature on Greek life, it is interesting to note that there are no or few questions on alcohol programming or inter/national support. So much of the research on Greek members has been done on the role of alcohol in their culture that it seems odd that alcohol would not be a critical component of the survey (Arnold & Kuh, 1992; Faulkner et al., 1989; Kraft, 1985, Kuh & Whitt, 1988; Tampke, 1990; Wechsler, 1995). While the "campus support" questions attempted to address some of the "missing" variables, there are others that warrant consideration. With the changing nature of the Greek community, there are new areas that might be added such as "substance-free housing" and academic achievement.

The CAS-SAGR that was created included a response option of "unknown" to allow respondents who were not aware of an item to opt out of responding in a qualitative way. In the future, the survey might be modified by taking the unknown response category out and forcing respondents to rate the item.

Limitations

As with any study, there are several limitations that must be noted in order to have a more complete picture of the uses of this research. A significant limitation to

this study is the small number of campuses studied, and the small number of respondents. This is particularly problematic in the large private and small public categories which are confounded with type. With only four institutions in each category, the application of the data in these areas is limited. The small number of respondents (N=54) is also limiting. Future studies that might replicate this research should consider more respondents per institution. As a descriptive, exploratory study the results gained through this research can help future researchers determine what aspects of the CAS-SAGR are more helpful in measuring a quality Greek community. Future validity testing of the survey will need to include a much larger sample of respondents from each institution or from a greater number of institutions.

Another limitation is the utilization of the CAS survey, an untested survey without an empirical basis, in this research. While the CAS-SAGR provided a beginning point, the survey was clearly not intended to be used for multi-campus research. Indeed, it was created as a self-assessment tool to be utilized by Greek staff to identify strengths and limitations in their Greek program. The survey has been used by numerous college and universities in their accreditation process and in other self-study processes (Arminio, 2001; Lange, 1997). Confirmed by Ted Miller (personal communication, August 8, 1997 and March 25, 2001), a noted researcher and board member for CAS, there have been no multi-campus research based studies using the CAS standards to date. After several iterations of the survey in draft form and a resulting pilot test, the survey did serve the purpose of a beginning point. While many of the categories seem to have good internal reliability as measured by the Cronbach's

alpha, several have too few questions to evaluate the variable more fully. The survey is weighted heavily by questions in the advising and human relations areas, yet has too few in other areas including funding, evaluation and community relations. More intense evaluation of the CAS survey and future studies of it as the primary research question are recommended.

A third limitation was the identification of institutions noted as having quality Greek programs. While the Delphi technique is a tested method for ascertaining expert opinions, those opinions gathered in this study are individual perceptions not necessarily grounded in personal experiences on the campus. Additionally, the respondents chosen to participate in the Delphi process were representatives from the inter/national fraternities and sororities who would seem to be less invested in the eventual outcomes of the process as they are not employed at the institutions. These individuals, however, may not be as informed about life on campus. A third (36 percent) of fraternity and sorority executives participated in the nomination process with a notable number of sorority leaders electing not to participate. This may have limited the nominations in some way.

The choice to examine institutional practices at the institutions noted as having exceptional Greek communities limits the application of the data. While most institutions might employ several practices which may be reasons for being identified as hosting quality Greek communities, the same may be true for institutions considered to have less viable or average Greek communities which were not part of this research. It is not possible to conclude that because several factors seem to make a difference in

supporting quality, they really do make such a difference. This study focused on describing what institutional interventions seem to make a difference at institutions identified with quality Greek communities. As a way to provide more insight into quality, other avenues might be investigated to corroborate the designation. While a respondent might indicate a high level of budgetary support, an actual budget could be reviewed to determine the "real' level of financial support. This would help affirm perceptions.

Additionally, there is a halo effect at work since all the evaluators know that their institution and Greek community were selected as being one of the best. The halo effect is most likely to occur when evaluators rate items of perception (level of trust or support) (Borg & Gall, 1989). This may have inflated both importance and ratings scores.

Conclusion

The results of this research provide "models" of Greek communities where the founding principles and ideals may be approximating realization. Practitioners in Greek life, and more widely in Student Affairs, are searching for ways to inspire good practices in Greek communities. This research provides a benchmark for institutions looking to make improvements in their Greek life programs. It is exciting to have an identified group of campuses with high quality Greek communities to use as models for improving services and programs.

The CAS movement was created to provide practitioners in student affairs with ways to measure and improve their programs and practices. More than a decade has

passed with little significant research being done to determine the utility of the CAS standards and guidelines. This study using the Standards for Fraternity and Sorority Advising can enhance the CAS effort and may contribute to future research on the standards proposed by CAS. This research provides a beginning point for future studies.

APPENDIX A

Standards for Fraternity and Sorority Advising

Standards I	Guidelines	Wt	Rating						Total
		1-3	x	1	2	3	4	5	
Mission On campuses with social fraternities and sororities, the program must promote the growth and development of students who choose to affiliate with Greek-letter groups, and seek to promote the Greek system as an integral and productive part of the institution.	1. Promoting intellectual, vocational, social-recreational, moral development 2. Provide training in leadership skills, personal, social skills 3. Promoting student involvement in extracurricular activities and community projects 4. Providing training in group process and development of "espirit de corps" 5. Promoting Greek life as a productive, viable lifestyle 6. Promoting appreciation for different lifestyles and cultures 7. Coordinating resources and activities of Greek life with the rest of the college community, developing coherent programs, promoting education and welfare of students TOTAL								

Standards II	Guidelines	Wt	Rating						Total
		1-3	x	1	2	3	4	5	
Program **A.** Educational programming to enhance the Greek life member's knowledge, understanding, and skills for academic success, personal development and the exercise of leadership.	1. Educational program should complement academic curriculum activities that improve student chances of academic success. 2. Programs that encourage faculty and administrative involvement and interaction with students. 3. Leadership programs should be designed to help individual understanding governance.								
B. Social and recreational programming to enhance the Greek life member's knowledge, understanding, and skills necessary for social success and the productive use of leisure time.	1. Social skills programs should be designed to assist individual development of complex and satisfying interpersonal relationships. 2. Citizenship programs should be designed to assist students in becoming responsible, involved community members. 3. Recreation programs should be designed to promote intramural sports participation, constructive leisure time activities, and psychological and physical well-being.								

Standards II	Guidelines	Wt	Rating					Total
		1-3	x	1	2	3	4	5
Program								
C. Advocacy within the college administration of Greek life experiences and organizations as appropriate; and promotion, both within and without the Greek system, of broad understanding of Greek life member's rights and responsibilities. Such are properly defined by both the college's rules and regulations and the individual fraternity or sorority.	1. Help students function productively and understand individual and group rights and responsibility. 2. Interpreting college policies 3. Include administrative discipline 4. Act to eliminate hazing 5. Conduct performance evaluations 6. Provide outreach programs familiarizing university departments and community agencies with Greek life.							
D. Advising of groups and individual members, particularly for chapter officers with regard to their leadership role.	1. Monitor scholastic standing of chapters and recommend programs for improvements. 2. Providing workshops, programs, retreats, seminars on relevant topics. 3. Meet with chapter leaders to discuss individual goals; chapter goals. 4. Attend individual chapter meetings. 5. Disseminating information via monthly meetings, newsletters, information bulletins. 6. Coordinate, schedule service projects with individual chapters. 7. Encourage attendance at regular and national conferences by chapter members. 8. Utilize needs assessment instruments and evaluate chapter development stages, recommend programs for improvement. 9. Advising IFC, Pan Council, and Panhellenic. 10. Provide assistance, advice, and planning for Greek system, individual programs. 11. Assist chapters in identifying and gaining access to institutional services. 12. Providing membership directory with chapter officers, calendar of events. 13. Publish newsletter focusing on current events, leadership opportunities Greek information. 14. Develop speaker directory focusing on educational programs, distribute to fraternity and sorority chapters. 15. Conduct annual fire prevention, energy conservation programs with local agencies. 16. Conduct cooperative buying efforts. 17. Monitor membership statistics and academic retention. TOTAL							

Standards III	Guidelines	Wt	Rating					Total
		1-3	x	1	2	3	4	5	
Organization and Administration Many models for organizing fraternities and sororities exist. The size and philosophy of the system within the institution will determine its organizational parameters. It may include separate living arrangements with various levels of affiliation with the college. The Greek life system should be a fully integrated component of the institution's student development program. The normal administrative placement of staff that work with fraternities and sororities with the Dean of Students or equivalent office.	1. Organization report chain clearly understood by all. 2. Statement on relationship of Greek organizations to campus. 3. Judicial procedure handling conflict between chapters, university and community. TOTAL							

Standards IV	Guidelines	Wt	Rating					Total
		1-3	x	1	2	3	4	5	
Human Resources Administrative expertise is critical to the success of the program, with effective management required in the areas of housing, dining, accounting, alumni relations, and programming.	1. Preprofessionals and support staff must be qualified by relevant education and experience. 2. Paraprofessionals must be carefully selected, trained with respect to helping skills, institutional services, procedures. 3. Area must provide sufficient clerical, technical support to permit professional staff or designees to expand. 4. Salary level, fringe benefits for staff must be commensurate with similar professional, preprofessional and clerical positions. 5. Staff employment profiles must reflect representation of categories of persons who comprise the student population. 4. Regular system staff selection, evaluation, provide continuous professional development opportunities for staff. 7. Staff resources allow for coordinating chapters, system development activities, planning, implementation and evaluation. 8. Course work helpful in graduate programs include organizational development speech research, group dynamics, counseling techniques, leadership development, learning theories, human development. 9. Graduate assistant interns may expand staff capabilities, provide valuable experience.							

Standards IV	Guidelines	Wt	Rating	Total
	10. Staff should coordinate information gathering and dissemination processes that serve as information resource for students, alumni, administrators. 11. Student employees and volunteers may be used and assigned responsibilities for specific projects. 12. The officer must create an effective system to manage the services and programs. 13. Officer must be able to develop, advocate, use statement of mission, goals, objectives for student services and development. Officer must attract, select qualified staff. 14. Staff members must be knowledgeable, responsive to relevant civil and criminal laws. 15. Personnel policies shall not discriminate on basis of race, sex, color, religion, age, national origin, handicap. TOTAL			

Standards V	Guidelines	Wt	Rating						Total
		1-3	x	1	2	3	4	5	
Funding When any special institutional or Greek system funding or expenditure accounts are used, professional staff members should provide for the collection and disbursement of such funds, using the standard accounting procedure of the institution. In addition to institutional funding commitment through general funds, other funding sources may be considered, including state appropriations, student fees, user fees, donations and contributions, fines, concession and store sales, rentals, and dues.	1. Funding for staff salaries. 2. Purchase and maintenance of office furnishings. 3. Supplies, materials, equipment, phone, postage costs, printing, media costs. 4. Membership in appropriate professional organizations. 5. Relevant subscriptions, library resources. 6. Attendance at professional association meetings, conferences, workshops, professional development activities. TOTAL								

Standards VI	Guidelines	Wt	Rating					Total
		1-3	x	1	2	3	4	5	
Facilities Houses or common rooms that are owned, rented, or otherwise assigned to fraternities or sororities for their use must be managed in accordance with all applicable regulatory and statutory requirements of the host institution and relevant government authorities.	1. Adequate space provided for private consultations. 2. Work area for support staff. 3. Resource library. 4. Accessible to students served by programs integrated with other institutional student support services. 5. Office meeting spaces for conducting meetings. TOTAL								

Standards VII	Guidelines	Wt	Rating					Total
		1-3	x	1	2	3	4	5	
Campus and Community Relations **A.** To enhance the potential for student development and properly represent institutional governance concerns, the advisor must seek to use multiple resources in the delivery of services and programs. These include minimally the national headquarters staff, alumni, the chapter officers and the membership, faculty and other institution administrators.	1. Faculty are valuable as chapter advisors and role models for students. 2. Greek life advisor is principal representative of institution's administration, advocate Greek system within the institution's administration. 3. Fraternities and sororities are unique campus groups. Colleges and universities should clearly articulate institutional relationship to Greek life organizations.								
B. In many instances, chapter houses are located in the community neighborhoods, and good working relationships with merchants and community leaders must be maintained to promote cooperative solutions to problems that may arise.	1. Greek life advisor should assist students in maintaining responsible community living patterns. 2. Greek life office should encourage and enlist a productive level of involvement of alumni, and assist information exchange activities in alumni sponsored program efforts. 3. Team approach should be goal of advisors and national headquarters representatives. TOTAL								

Standards VIII	Guidelines	Wt	Rating						Total
		1-3	x	1	2	3	4	5	
Evaluations Evaluation of Greek life goals and objectives should be sought from relevant administrative units, community agencies, alumni, students, faculty and national headquarters staff. Selected critical aspects and evaluations should be recorded and maintained by the institution.	1. Program services and activities of the Greek system should be evaluated. 2. Chapter needs, goals and objectives. 3. Living environment of each chapter. TOTAL								

Standards IX	Guidelines	Wt	Rating						Total
		1-3	x	1	2	3	4	5	
Ethics Staff must demonstrate ethical standards of conduct. A statement of ethics for fraternity and sorority chapters should be adopted which strives to —treat fairly all students who wish to affiliate; —eliminate illegal discrimination in selection of members; —uphold applicable standards of conduct expressed by respective national organizations.	1. Staff must ensure confidentiality is maintained with respect to all communications and records. 2. Staff must be aware, comply with provisions contained in institution's human subjects policy. 3. Staff must ensure students are provided access to services on a fair, equitable basis. 4. Staff must avoid personal conflict of interest. 5. Staff must ensure funds are handled in accordance with established, responsible accounting procedures. 6. Sexual harassment statement. 7. Staff must recognize limits of their training, expertise, and competence, and must refer students to those with further expertise and appropriate qualifications. TOTAL								

APPENDIX B
Cover letter to Delphi respondents – Round 1

December 10, 1997

Dr. Richard McKaig
Center for Study of the College Fraternity
Indiana University
Bloomington, IN

Dear Dr. McKaig:

You have been selected to participate on a panel of nominators to determine which institutions hosting Greek-letter communities best embrace the founding principles and ideals of Greek life, and have strong and viable self-governing councils which advocate on behalf of the Greek community. The ideals and principles include: academic achievement, leadership development, philanthropic and community service activities; character/personal development of the individual member; and, positive brotherhood and sisterhood experiences. Your intimate involvement with Greek systems across the country over the years makes you an ideal participant in this study. Your knowledge of Greek communities and host institutions is an invaluable component of this research project.

I am currently working to complete a research project to determine which institutions host Greek communities which best embody the founding principles of Greek organizations. The first step is identifying those colleges and universities across the country. Two rounds of nominations by Greek life experts through a process called the Delphi technique will provide specific institutions which will be analyzed in greater depth. It is hoped that you will agree to participate and complete the enclosed nomination form. It should take no more than ten minutes of your time at each round. All individual responses will be anonymous and confidential.

This research will provide the Greek world with valuable information about which institutional practices are valuable components of the "best" Greek systems and what specific interventions these institutions utilize. A revised Council for the Advancement of Standards (CAS) Standards and Guidelines for Fraternity and Sorority Advising assessment will be completed by four individuals at each campus studied to determine what kinds of programs and initiatives are sponsored. Should you be interested, I would be happy to share this data with you at the conclusion of the study.

I hope you will take a few moments to nominate twenty campus Greek communities

which embrace the founding principles and values of Greek life through chapter life and self-governance. If you do not wish to participate, please return the nominating form and note your desire not to be included in the project.

I look forward to receiving your nominations by **January 16, 1998.** Thank you for your support of this research project. If I can answer any questions, please feel free to contact me at (301) 314-7165.

Sincerely,

Terry Zacker

cc: Susan Komives, Advisor

APPENDIX C
Nomination form for Delphi respondents – Round 1

NOMINATION FORM

Please list 10 host institutions in each category (public or private) with special consideration to noting institutions of diverse size. These 20 institutions represent the Greek communities you believe have chapters which best embrace the founding principles and values of Greek-letter societies and have governing councils which are strong advocates for Greek life. The founding principles and values include: academic achievement, leadership development, philanthropic or community service activities, character/personal development opportunities for members, and, provide positive brotherhood and sisterhood experiences. Thank you for your participation in this project.

Public universities

1._____
2._____
3._____
4._____
5._____
6._____
7._____
8._____
9._____
10._____

Private universities

1._____
2._____
3._____
4._____
5._____
6._____
7._____
8._____
9._____
10._____

I am not able to participate in this study:_____

Please place this nomination form in the enclosed self-addressed envelope and return by **JANUARY 16, 1998.** Thank you.

APPENDIX D
List of Nominated Institutions – Round 1

Public Institutions Nominated – Round 1

Institution	# of votes
Appalachian State Univ	2
Arizona State Univ	1
Auburn Univ	2
Ball State Univ	1
Bowling Green State Univ	9
Central Michigan Univ	1
Central Missouri State Univ	1
Central State Univ	1
Univ of Cincinnati	3
College of William and Mary	3
Colorado State Univ	3
Colorado School of Mines	1
Eastern Kentucky Univ	1
Eastern Illinois Univ	3
Emporia State Univ	3
Fitchburg State College	1
Florida A & M	1
Florida State Univ	1
Florida International Univ	1
Georgia Institute of Tech	5
Georgia Southern Univ	1
Illinois State Univ	3
Indiana Univ	15
Indiana State Univ	1
Iowa State Univ	7
James Madison Univ	1
Kansas State Univ	10
Kutztown Univ	1
Louisiana State Univ	2
Memphis State Univ	1
Miami Univ	18
Michigan Tech Univ	1
Mississippi State Univ	3
Morgan State Univ	1
Montana State Univ	1
New Mexico State Univ	2

Northern Arizona Univ	1
North Carolina State Univ	1
Ohio State Univ	5
Ohio Univ	3
Oklahoma State Univ	2
Oregon State Univ	3
Penn State Univ	8
Purdue Univ	13
Rutgers Univ	1
South Dakota School of Mines	1
Southeast Missouri State Univ	1
Southern Univ.	1
SUNY – Binghampton	1
Truman State Univ	2
Univ of Akron	4
Univ of Alabama	1
Univ of Arkansas	1
Univ of Arizona	6
Univ of California-Berkeley	2
Univ of California-Los Angeles	2
Univ of Central Florida	2
Univ of Connecticut	3
Univ of Delaware	1
Univ of Florida	11
Univ of Georgia	2
Univ of Idaho	10
Univ of Illinois	11
Univ of Iowa	11
Univ of Kansas	11
Univ of Kentucky	3
Univ of Louisville	1
Univ of Maryland	19
Univ of Michigan	3
Univ of Minnesota	3
Univ of Missouri	4
Univ of Mississippi	3
Univ of Montevallo	2
Univ of Montana	2
Univ of Nebraska	7
Univ of North Carolina	7
Univ of North Dakota	3

Univ of Northern Colorado	1
Univ of Oklahoma	8
Univ of Oregon	2
Univ of South Alabama	2
Univ of South Carolina	3
Univ of Southeast Louisiana	1
Univ of Southern Mississippi	1
Univ of Texas	2
Univ of Toledo	1
Univ of Virginia	2
Univ of Washington	2
Univ of Wisconsin	1
Univ of Wyoming	1
Utah State Univ	1
Virginia Tech Univ	2
Washington State Univ	3
West Chester State Univ	1
West Virginia Univ	1
Western Illinois	1
Western Michigan Univ	1
Wright State Univ	1

Private Institutions Nominated – Round 1

Institution	# of votes
Albion College	1
Allegheny College	1
Alma College	1
American University	1
Ashland College	1
Auburn Univ	1
Baker Univ	1
Baylor Univ	4
Bethune Cookman College	1
Birmingham Southern Univ	3
Bradley Univ	7
Bucknell Univ	3
Butler	6
Carnegie-Mellon Univ	1
Case Western Reserve	3
Centre College	1
Chapman College	1

Clemson Univ	2
College of Charleston	2
Cornell Univ	8
Creighton Univ	3
Culver-Stockton College	1
Dartmouth	3
Davidson	1
DePaul Univ	1
DePauw Univ	10
Drury College	1
Duke Univ	1
Elon College	3
Embry-Riddle Univ	2
Emory Univ	8
Eureka	1
Florida Southern College	2
Franklin College	2
George Washington Univ	1
Hampden-Sydney	1
Hanover College	3
Hillsdale	1
Huntingdon College	1
Illinois Wesleyan Univ	1
Jacksonville Univ	1
Kettering Institute	2
Lafayette College	4
Lehigh	1
Linfield College	4
Longwood College	2
Lynchburg College	1
Loyola Marymount Univ	1
Marquette Univ	1
MIT	2
Mercer College	1
Monmouth College	1
Mt Union College	1
Nebraska Wesleyan Univ	1
Northwestern Univ	8
Ohio Wesleyan	3
Otterbine College	1
Pepperdine Univ	1

Rhodes College	4
Rensselaer Polytechnic Institute	1
Rochester Institute of Tech	2
Robert Morris College	1
Rose Hulhman	2
Santa Clara Univ.	2
Simpson College	1
Southern Methodist Univ	6
Southwestern University	1
Stamford Univ	2
Stanford Univ	2
Stetson Univ	3
St Louis univ	3
St Josephs Univ	1
Syracuse Univ	3
Texas Christian Univ	6
Transylvania Univ	5
Tufts Univ	1
Tulsa	1
Univ of Denver	1
Univ of Evansville	1
Univ of Miami	4
Univ of Pennyslvania	6
Univ of Richmond	4
Univ of Rochester	2
Univ of Puget Sound	2
Univ of Pacific	1
Univ of San Diego	6
Univ of Southern California	6
Univ of the South	1
Valparaiso Univ	1
Vanderbilt	3
Villanova Univ	3
Wabash	1
Wake Forest Univ	4
Washington St. Louis	9
Washington & Lee Univ	4
Westminster College	2
Whitman College	1
Willamette Univ	3
William Jewell College	1

Worchester Polytechnic Institute	1
Wofford College	2
York College	1

APPENDIX E
Cover letter to Delphi respondents – Round 2

Date

Dr. Richard McKaig
Center for the Study of the College Fraternity
Indiana University
Bloomington, IN

Dear Dr. McKaig:

Thank you for your continued involvement as an expert nominator for this study on institutions hosting outstanding Greek communities. Your participation as a round 1 nominator was appreciated. The responses received resulted in the nomination of several Greek communities across the country. This next step is intended to narrow the field of Greek communities to a workable number for use in the next phase of the study which will identify institutional factors which contribute to the success of the Greek program on that campus.

I have enclosed a nomination form for this second round of the process. The nomination form contains the names of several institutions which received multiple nominations during the first round. You have five votes in each category. You may simply circle those you believe host Greek communities which embody Greek ideals and viable self-governing systems. If there are Greek communities which are not listed but you believe deserve another chance, feel free to list those systems. From this final round, a group of sixteen institutions (four in each category) will be selected for study.

Please return this nomination form in the enclosed envelope by February 1, 1998. As in the first round, your responses will be anonymous and confidential.

Again, your participation is appreciated. If I can answer any questions, please feel free to contact me at (301) 314-7165. Thank you.

Sincerely,

Terry Zacker

cc: Susan Komives, Advisor

APPENDIX F
Round 2 Delphi Nomination Form

PRIVATE COLLEGES AND UNIVERSITIES

Please circle five (5) private institutions in each category (small and large) which you believe host Greek communities which best represent the values and ideals of Greek organizations.

Small (<7,000)	**Large (>7,000)**
Birmingham Southern University	Baylor University
Bradley University	Case Western Reserve University
Bucknell University	Cornell University
Butler University	Emory University
Creighton University	Northwestern University
Dartmouth College	Southern Methodist University
DePauw University	Syracuse University
Elon College	University of Miami (Florida)
Hanover College	University of Pennyslvania
Lafayette College	University of Southern California
Linfield College	Vanderbilt University
Ohio Wesleyan University	Villanova University
Rhodes College	Washington University in St. Louis
Stetson University	
Texas Christian University	
Transylvania University	
University of Richmond	
University of San Diego	
Wake Forest University	
Washington & Lee University	
Willamette University	

Please complete the reverse side of this form.

I DO NOT WISH TO PARTICIPATE IN THIS RESEARCH PROJECT:
(NAME)_____

PUBLIC COLLEGES AND UNIVERSITIES

Please circle the five (5) public institutions in each category (small and large) which you believe host Greek communities which best represent the values and ideals of Greek organizations.

Small (</=20,000)

Bowling Green University
College of William and Mary
Eastern Illinois University
Georgia Institute of Technology
Illinois State University
Kansas State University
Miami University (Ohio)
Mississippi State University
Ohio University
Oregon State University
University of Idaho
University of Mississippi
University of North Dakota
Washington State University

Large (>20,000)

Colorado State University
Indiana University
Iowa State University
Ohio State University
Penn State University
Purdue University
University of Akron
University of Arizona
University of Cincinnati
University of Connecticut
University of Florida
University of Illinois
University of Iowa
University of Kansas
University of Kentucky
University of Maryland
University of Michigan
University of Minnesota
University of Missouri
University of Nebraska
University of North Carolina
University of Oklahoma
University of South Carolina
(Universities are all main branch campus

APPENDIX G

Researcher-revised CAS Survey for Fraternity and sorority Advising

Revised CAS Assessment Measure: Fraternity/Sorority Advising

INSTRUCTIONS: The following questions relate to the Greek life program on your campus. The Greek life program includes those programs, policies, activities, resources, and staff which are devoted to supporting fraternities and sororities. The instrument is divided into several sections which are important components of a Greek life program.

The first column lists a possible element (guideline) of your Greek life program. The second column asks you to rate as either "H" (High), "M" (Medium), or "L" (Low) the amount of importance you attribute to the statement listed in column one. For instance, if you believe it is very important for your Greek program to provide leadership training, you would circle "H." The third column asks you to rate the current accomplishment of the guideline listed in the first column by circling a number rating between 1-5 where 1=no accomplishment of goal and 5=goal is well accomplished or a strong factor in your Greek program. If the accomplishment of the guideline is unknown use U=unknown.

MISSION: On campuses with social fraternities and sororities, the Greek Life program must promote the growth and development of students who choose to affiliate with Greek-letter groups, and seek to promote the Greek system as an integral and productive part of the institution.

RATING: Importance L=low, M=medium H=high: Accomplished 1=no, 5=high, U=unknown

Guidelines	Importance	Rating
1. The program promotes intellectual development.	L M H	1 2 3 4 5 U
2. The program promotes vocational (career, work) development.	L M H	1 2 3 4 5 U
3. The program promotes social-recreational development.	L M H	1 2 3 4 5 U
4. The program encourages moral development.	L M H	1 2 3 4 5 U
5. The program assists in leadership training.	L M H	1 2 3 4 5 U
6. The program provides training in personal social skills.	L M H	1 2 3 4 5 U
7. The program promotes student involvement in extracurricular activities.	L M H	1 2 3 4 5 U
8. The program promotes student involvement in community projects.	L M H	1 2 3 4 5 U
9. The program provides training on working in groups.	L M H	1 2 3 4 5 U
10. The program encourages the development of a team spirit among group members.	L M H	1 2 3 4 5 U
11. The program promotes Greek life as a productive, healthy lifestyle.	L M H	1 2 3 4 5 U
12. The program promotes an appreciation for different lifestyles and cultures.	L M H	1 2 3 4 5 U
13. The program coordinates resources and activities of Greek life with the rest of the college community.	L M H	1 2 3 4 5 U
14. The program develops useful programs which are useful to students.	L M H	1 2 3 4 5 U
15. The program promotes education and welfare of students.	L M H	1 2 3 4 5 U

RATING: Importance L=low, M=medium H=high; Accomplished 1=no, 5=high, U=unknown

EDUCATIONAL PROGRAMMING: The Greek life program must promote educational programming to enhance the Greek life member's knowledge, understanding, and skills for academic success, personal development and the exercise of leadership.

Guidelines	Importance	Rating
16. The educational program complements academic curriculum activities that improve student's chance for academic success.	L M H	1 2 3 4 5 U
17. The educational program encourages faculty involvement and interaction with students.	L M H	1 2 3 4 5 U
18. The educational program encourages administrator/staff involvement and interaction with students.	L M H	1 2 3 4 5 U
19. Leadership programs are designed to help individual students understand governance, structures and issues.	L M H	1 2 3 4 5 U

SOCIAL AND RECREATIONAL PROGRAMMING: The Greek life program must promote social and recreational programming which enhances the Greek life member's knowledge, understanding, and skills necessary for social success and the productive use of leisure time.

Guidelines	Importance	Rating
20. Social skills programs are designed to assist an individual in developing satisfying interpersonal relationships.	L M H	1 2 3 4 5 U
21. Citizenship programs are designed to assist students in becoming responsible community members.	L M H	1 2 3 4 5 U
22. Recreation programs are designed to promote intramural sports participation.	L M H	1 2 3 4 5 U
23. Recreation programs are designed to promote constructive leisure time activities.	L M H	1 2 3 4 5 U
24. Recreation programs are designed to promote psychological well-being.	L M H	1 2 3 4 5 U
25. Recreation programs are designed to promote physical well- being.	L M H	1 2 3 4 5 U

PROGRAM ADVOCACY: The Greek life program must advocate within the college administration for Greek life experiences and organizations as appropriate; and promote, both within and without the Greek system, a broad understanding of Greek life member's rights and responsibilities. Those rights and responsibilities which are properly defined by both the college's rules and regulations and the individual fraternity or sorority.

Guidelines	Importance	Rating
26. The program helps students function productively in the campus environment.	L M H	1 2 3 4 5 U
27. The program helps students understand individual and group rights and responsibilities.	L M H	1 2 3 4 5 U
28. The program interprets college policies.	L M H	1 2 3 4 5 U
29. The program includes administrative discipline.	L M H	1 2 3 4 5 U
30. The program acts to eliminate hazing.	L M H	1 2 3 4 5 U

RATING: Importance L=low. M=medium H=high; Accomplished 1=no. 5=high. U=unknown

31. Performance evaluations are conducted.	L M H	1 2 3 4 5 U
32. Outreach programs familiarizing university departments with Greek life are provided.	L M H	1 2 3 4 5 U
33. Outreach programs familiarizing off-campus community agencies with Greek life are provided.	L M H	1 2 3 4 5 U

ADVISING SERVICES: The Greek life program must provide advising for groups and individual members, particularly for chapter officers with regard to their leadership role. (Greek life advisors are those individuals employed by the institution to provide advise and counsel to Greek organizations.)

Guidelines	Importance	Rating
34. Greek Life advisors monitor scholastic standing of chapters.	L M H	1 2 3 4 5 U
35. Greek Life advisors recommend programs for scholastic improvement.	L M H	1 2 3 4 5 U
36. Greek Life advisors provide workshops, programs, retreats, or seminars on relevant topics.	L M H	1 2 3 4 5 U
37. Greek Life advisors meet with chapter leaders to discuss personal goals.	L M H	1 2 3 4 5 U
38. Greek Life advisors meet with chapter leaders to discuss chapter goals.	L M H	1 2 3 4 5 U
39. Greek Life advisors attend individual chapter meetings.	L M H	1 2 3 4 5 U
40. Greek Life advisors disseminate information via monthly meetings, newsletters, or information bulletins.	L M H	1 2 3 4 5 U
41. Greek Life advisors coordinate and/or schedule service projects with chapters.	L M H	1 2 3 4 5 U
42. Greek Life advisors encourage attendance at local and/or national conferences.	L M H	1 2 3 4 5 U
43. Greek Life advisors utilize needs assessment instruments to evaluate chapter development.	L M H	1 2 3 4 5 U
44. Greek Life advisors utilize needs assessment instruments to recommend programs for chapter improvement.	L M H	1 2 3 4 5 U
45. Greek Life advisors advise the Interfraternity Council (NIC).	L M H	1 2 3 4 5 U
46. Greek Life advisors advise the Pan-Hellenic Council (NPHC).	L M H	1 2 3 4 5 U
47. Greek Life advisors advise the Panhellenic Association (NPC).	L M H	1 2 3 4 5 U
48. Greek Life advisors provide assistance in planning for Greek system and/or individual programs.	L M H	1 2 3 4 5 U
49. Greek Life advisors assist chapters in identifying institutional resources.	L M H	1 2 3 4 5 U
50. Greek Life advisors assist chapters in gaining access to institutional resources.	L M H	1 2 3 4 5 U
51. A membership directory with chapter officers is provided.	L M H	1 2 3 4 5 U
52. A calendar of events is provided.	L M H	1 2 3 4 5 U

RATING: Importance L=low, M=medium H=high: Accomplished 1=no, 5=high, U=unknown

53. A newsletter focusing on such elements as current events, leadership opportunities, and Greek information is published.	L M H	1 2 3 4 5 U
54. Greek Life advisors develop a speaker directory for educational programs which is distributed to fraternity and sorority chapters.	L M H	1 2 3 4 5 U
55. Annual fire prevention inspections are conducted with local agencies.	L M H	1 2 3 4 5 U
56. Annual energy conservation programs are conducted with local agencies.	L M H	1 2 3 4 5 U
57. Cooperative buying efforts are conducted for groups.	L M H	1 2 3 4 5 U
58. Greek Life advisors monitor membership statistics.	L M H	1 2 3 4 5 U
59. Greek Life advisors monitor academic retention.	L M H	1 2 3 4 5 U

ORGANIZATION AND ADMINISTRATION: Many models for organizing fraternities and sororities exist. The size and philosophy of the system with the institution will determine its organizational parameters. It may include separate living arrangements with various levels of affiliation with the college. The Greek life system should be a fully integrated component of the institution's student development program. The normal administrative placement of staff who work with fraternities and sororities is with the dean of students or equivalent office.

Guidelines	Importance	Rating
60. The Greek life organizational structure is clearly understood by all.	L M H	1 2 3 4 5 U
61. There is a relationship statement articulating Greek organizations relationship to campus.	L M H	1 2 3 4 5 U
62. There is a judicial procedure for handling conflicts between chapters and the university.	L M H	1 2 3 4 5 U
63. There is a judicial procedure for handling conflicts between chapters and the community.	L M H	1 2 3 4 5 U

HUMAN RESOURCES: Administrative expertise is critical to the success of the Greek life program, with effective management required in the areas of housing, dining, accounting, alumni relations, and programming. Staff refer to those individuals employed by an institution to assist with the Greek life program. ***If your institution does not employ any of the following categories of staff (paraprofessional, graduate assistant, support staff) please leave the item blank.***

Guidelines	Importance	Rating
64. Paraprofessional staff (graduate assistants, undergraduate interns) are qualified by relevant education and experience.	L M H	1 2 3 4 5 U
65. Support staff (receptionists, secretaries) are qualified by relevant education and experience.	L M H	1 2 3 4 5 U
66. Paraprofessionals are carefully selected with respect to helping skills and institutional services and procedures.	L M H	1 2 3 4 5 U
67. Paraprofessionals are carefully trained with respect to helping skills and institutional services and procedures.	L M H	1 2 3 4 5 U
68. The Greek life area has sufficient clerical/technical support to permit staff to perform their administrative duties.	L M H	1 2 3 4 5 U

RATING: Importance L=low, M=medium H=high; Accomplished 1=no, 5=high, U=unknown

69. The salary level, fringe benefits for staff is commensurate with similar positions.	L M H	1 2 3 4 5 U
70. Staff employment profiles reflect representation of categories of persons who comprise the student population.	L M H	1 2 3 4 5 U
71. Regular evaluations are provided for staff.	L M H	1 2 3 4 5 U
72. Professional development opportunities are provided for staff.	L M H	1 2 3 4 5 U
73. Staff resources allow for coordinating all system development activities including planning, implementation and evaluation.	L M H	1 2 3 4 5 U
74. Greek life staff have taken relevant course work which included organizational, leadership, human and student development, interpersonal relationships, research, and counseling techniques.	L M H	1 2 3 4 5 U
75. Graduate assistant interns are employed to extend staff capabilities.	L M H	1 2 3 4 5 U
76. Graduate assistant interns are employed to provide them with valuable pre-professional experience.	L M H	1 2 3 4 5 U
77. Greek life staff coordinate information gathering and dissemination processes that serve as information resources for Greek students.	L M H	1 2 3 4 5 U
78. Greek life staff coordinate information gathering and dissemination processes that serve as information resources for Greek alumni.	L M H	1 2 3 4 5 U
79. Greek Life staff coordinate information gathering and dissemination processes that serve as information resources for administrators.	L M H	1 2 3 4 5 U
80. Student employees or volunteers are assigned responsibilities for specific projects.	L M H	1 2 3 4 5 U
81. The Greek Life office is effectively managed in program and service delivery.	L M H	1 2 3 4 5 U
82. The Greek Life staff utilize a mission statement, goals and objectives which incorporate student development.	L M H	1 2 3 4 5 U
83. The Greek Life program selects qualified staff.	L M H	1 2 3 4 5 U
84. Greek Life staff members are knowledgeable about relevant civil and criminal laws.	L M H	1 2 3 4 5 U
85. Greek Life staff members enforce relevant civil and criminal laws.	L M H	1 2 3 4 5 U
86. Personnel policies do not discriminate on the basis of race, gender, color, religion, age, national origin, sexual orientation or disability.	L M H	1 2 3 4 5 U

FUNDING: When any special institutional or Greek system funding or expenditure accounts are used, professional staff members should provide for the collection and disbursement of such funds, using the standard accounting procedure of the institution. In addition to an institutional funding commitment through general funds, other funding sources may be considered, including state appropriations, student fees, users fees, donations and contributions, fines, concession and store sales, rentals, and dues.

Guidelines	Importance	Rating
87. There is an appropriate level of funding for staff salaries.	L M H	1 2 3 4 5 U

RATING: Importance L=low, M=medium H=high; Accomplished 1=no, 5=high, U=unknown

88. There is an appropriate level of funding for the maintenance of office furnishings for the Greek life office.	L M H	1 2 3 4 5 U
89. There is a appropriate level of funding for the purchase of supplies, materials, equipment, phone, postage costs, printing, media costs for the Greek life office.	L M H	1 2 3 4 5 U
90. There is an appropriate level of funding for membership in appropriate professional organizations for Greek life staff.	L M H	1 2 3 4 5 U
91. There is an appropriate level of funding for relevant subscriptions or library resources for the Greek life office.	L M H	1 2 3 4 5 U
92. There is an appropriate level of funding for staff attendance at professional association meetings, conferences or workshops.	L M H	1 2 3 4 5 U
93. There is an appropriate level of funding for staff attendance at other professional development activities.	L M H	1 2 3 4 5 U

FACILITIES: Chapter houses and other residence hall space or common rooms that are owned, rented, or otherwise assigned to fraternities or sororities for their use must be managed in accordance with all applicable regulatory and statutory requirements of the host institution and relevant government authorities.

Guidelines	Importance	Rating
94. There is adequate space provided for private consultations.	L M H	1 2 3 4 5 U
95. There is adequate work area for support staff.	L M H	1 2 3 4 5 U
96. A resource library is provided for staff and student use.	L M H	1 2 3 4 5 U
97. The Greek life office is handicapped accessible.	L M H	1 2 3 4 5 U
98. The Greek life office is integrated with other institutional student support services.	L M H	1 2 3 4 5 U
99. Adequate office meeting space for conducting meetings is provided.	L M H	1 2 3 4 5 U

CAMPUS RELATIONS: To enhance the potential for student development and properly represent institutional governance concerns, the Greek advisor must seek to use multiple resources in the delivery of services and programs. These include the national headquarters staff, alumni, chapter officers and members, faculty and other institution administrators.

Guidelines	Importance	Rating
100. Faculty are utilized as chapter advisors.	L M H	1 2 3 4 5 U
101. The Greek life advisor is the principal representative of the administration.	L M H	1 2 3 4 5 U
102. The Greek life advisor serves as an advocate of the Greek system within the institution.	L M H	1 2 3 4 5 U
103. The college or university clearly articulates the institutional relationship to Greek life organizations.	L M H	1 2 3 4 5 U

RATING: Importance L=low, M=medium H=high: Accomplished 1=no, 5=high, U=unknown

COMMUNITY RELATIONS: In many instances chapter houses are located in the community neighborhoods, and good working relationships with merchants and community leaders must be maintained to promote cooperative solutions to problems that may arise.

Guidelines	Importance	Rating
104. Greek life staff assist students in maintaining responsible community living patterns.	L M H	1 2 3 4 5 U
105 The Greek life office encourages a productive level of alumni involvement.	L M H	1 2 3 4 5 U
106. The Greek life office assists the alumni office by exchanging information and program offerings.	L M H	1 2 3 4 5 U
107. A team approach is the goal of advisors and national office representatives.	L M H	1 2 3 4 5 U
108. The Greek community has a good relationship with the local police or campus security.	L M H	1 2 3 4 5 U
109 The Greek community has a good relationship with the local community surrounding Greek houses.	L M H	1 2 3 4 5 U

EVALUATION: Evaluation of Greek life goals and objectives should be sought from relevant administrative units, community agencies, alumni, students, faculty, and national headquarters staff. Selected critical aspects and evaluations should be recorded and maintained by the institution.

Guidelines	Importance	Rating
110. Greek life program services or activities are regularly evaluated.	L M H	1 2 3 4 5 U
111. Chapter needs, goals, and objectives are included in the evaluation of the Greek life office.	L M H	1 2 3 4 5 U
112. The evaluation of the living environments for each chapter is included in the evaluation of the Greek life office.	L M H	1 2 3 4 5 U

ETHICS: Greek life staff must demonstrate ethical standards of conduct. A statement of ethics for fraternity and sorority chapters should be adopted which strives to treat fairly all students who wish to affiliate which eliminates illegal the discrimination in selection of members, and which upholds applicable standards of conduct expressed by respective national organizations.

Guidelines	Importance	Rating
113. Greek life staff ensures confidentiality is maintained with respect to all communications and records.	L M H	1 2 3 4 5 U
114. Greek life staff complies with provisions contained in institution's human subjects policy (the policy which stipulates how human subjects must be treated).	L M H	1 2 3 4 5 U
115. Greek life staff ensure students are provided access to services on a fair and equitable basis.	L M H	1 2 3 4 5 U
116. Greek life staff avoid personal conflicts of interest.	L M H	1 2 3 4 5 U
117. Greek life staff ensure funds are handled in accordance with established accounting procedures.	L M H	1 2 3 4 5 U

RATING: Importance L=low, M=medium H=high; Accomplished 1=no, 5=high, U=unknown

118. Greek life staff has and abides by a sexual harassment statement or policy.	L M H	1 2 3 4 5 U
119. Greek life staff recognize the limits of their competence, and must refer students to those with further expertise when appropriate.	L M H	1 2 3 4 5 U

CAMPUS SUPPORT: The following questions were developed to provide additional information about the Greek life program on your campus. Please respond to each question using the same scale as used previously.

120. The level of support (staff, financial, physical, psychological) the campus provides to the Greek community is high.	L M H	1 2 3 4 5 U
121. The level of trust between campus administrators and Greek leaders is satisfactory.	L M H	1 2 3 4 5 U
122. The relationship between the campus administration and the Greek community is strong.	L M H	1 2 3 4 5 U
123. The relationship between the student government and the Greek community is strong.	L M H	1 2 3 4 5 U
124. There are effective Greek governing councils operating on campus.	L M H	1 2 3 4 5 U
125. The campus provides adequate chapter housing or meeting space for Greek organizations.	L M H	1 2 3 4 5 U
126. The sorority GPA is above the all-women's GPA.	L M H	1 2 3 4 5 U
127. The fraternity GPA is above the all-men's GPA.	L M H	1 2 3 4 5 U
128. Each chapter has a chapter advisor.	L M H	1 2 3 4 5 U
129. There is a limit on the amount of time a new member pledges.	L M H	1 2 3 4 5 U
130. New members must have one or more semesters of matriculation prior to joining a Greek organization.	L M H	1 2 3 4 5 U

PLEASE ALSO RESPOND TO THE FOLLOWING QUESTIONS:

131. I am male_____female_____.

132. I am a student_____administrator_____.

133. I am_____am not_____ a member of a Greek organization.

134. I have worked at or attended my campus for _____ years.

THANK YOU FOR COMPLETING THIS INSTRUMENT!

APPENDIX H

Cover letter to Greek Advisors

July 9, 1999

Irene Stevens
Butler University

Dear Irene:

Thank you so much for helping out with my research. As you know, getting the research done is critical to a successful and finished dissertation!! With Emily leaving I was a bit nervous about participation from Butler!

During the first part of my research which involved two rounds of a nomination process, your campus was chosen as one where the Greek community is living up to the ideals, goals and values that Greek organizations were founded upon. These values include the promotion of academic excellence, the nurturing of leadership, the demonstration of community service, the development of character, and positive brotherhood/sisterhood experiences. Of the 200 campuses nominated in the first round of my research, you were one of 16 schools which received the most nominations in the final round. Over 120 individuals participated in one or more rounds of the nomination process.

I am asking you to complete one of the instruments and to assist in getting the instruments to three other individuals: your Senior Student Affairs Officer and two student presidents from your governing councils (IFC, PHA, NPHC.) There are three envelopes enclosed along with your instrument which can be delivered to the other individuals. I have allowed over two weeks for folks to return the instruments however a quick delivery on your part will likely help your campus participants meet the deadline. The instruments are coded so I can tell if someone does not send one back. If this happens with one of your institutional participants, I will call you for further assistance.

The instrument which is included for your completion, is a revised version of the Council for the Advancement of Standards (CAS) for Fraternity and Sorority Advising. One of my goals is to determine the feasibility of using the CAS self-assessment instrument as a research tool. Through cluster analysis, I hope to identify factors which seem to make a difference in a "quality" Greek life program.

The instrument should take about thirty minutes to complete. Your responses will remain confidential as will those from other campus participants. I am interested in the data in aggregate from (by size and type of institution and type of respondent.)

In addition to completing the instrument and returning it in the envelope provided, I would appreciate it if you could send me some information about your Greek community. Any brochures or other descriptive materials would be useful in my research.

I would be happy to share the results of my study with you when I complete the findings. **Please send me the completed instrument by July 30, 1999.** If I can answer any additional questions during this process, please feel free to call me at 301-314-7165 or email me at tzacker@union.umd.edu.

Once again, many thanks for all your support in this process and your willingness to help a fellow Greek colleague in the completion of the PhD!

Sincerely,

Terry Zacker

cc: Dr. Susan Komives, Advisor

APPENDIX I
Cover letter to Student leaders

July 9, 1999

Dear Student Leader:

Thank you for your willingness to participate in my dissertation research on Greek communities which embrace the principles of academic excellence, leadership, service, positive brotherhood/sisterhood, and character development. Through a two round nomination process, your campus was identified as one where "good things are happening" in Greek Life. Of the 200 campuses nominated in the first round of the nomination process, your campus was one of 16 schools which received the most nominations in the final round. Over 120 individuals participated in one or more rounds of the nomination process.

> **The instrument should take about thirty minutes to complete. Your responses will remain anonymous as will those of your institution. I am interested in the aggregate data from all campuses.**

I have enclosed a stamped, self-addressed envelope for your convenience in returning the instrument. **Please send me the completed instrument by July 30, 1999.** I will be happy to share the results with you when the findings are analyzed. If you have any questions, please feel free to contact me at 301-314-7165 or email at tzacker@union.umd.edu. Thank you very much for your assistance.

Sincerely,

Terry Zacker

cc: Dr. Susan Komives, advisor

APPENDIX J
Cover letter to Senior Student Affairs Officers

July 9, 1999

Dear Senior Student Affairs Officer:

Thank you for your willingness to participate in my dissertation research on Greek communities which embrace the principles of academic excellence, leadership, service, positive brotherhood/sisterhood, and character development. Through a two round nomination process, your campus was identified as one where "good things are happening" in Greek Life. Of the 200 campuses nominated in the first round of the nomination process, your campus was one of 16 schools which received the most nominations in the final round. Over 120 individuals participated in one or more rounds of the nomination process.

The instrument which is included for your completion, is a revised version of the Council for the Advancement of Standards (CAS) for Fraternity and Sorority Advising. One of my goals is to determine the feasibility of using the CAS self-assessment instrument as a research tool. Through cluster analysis, I hope to identify factors which seem to make a difference in a "quality" Greek life program.

> **The instrument should take about thirty minutes to complete. Your responses will remain confidential as will those from other participants on your campus. I am interested in the data in aggregate form (by type and size of institution and type of respondent.) There will be four respondents from each campus (two student leaders, the Greek Advisor and Senior Student Affairs officer.)**

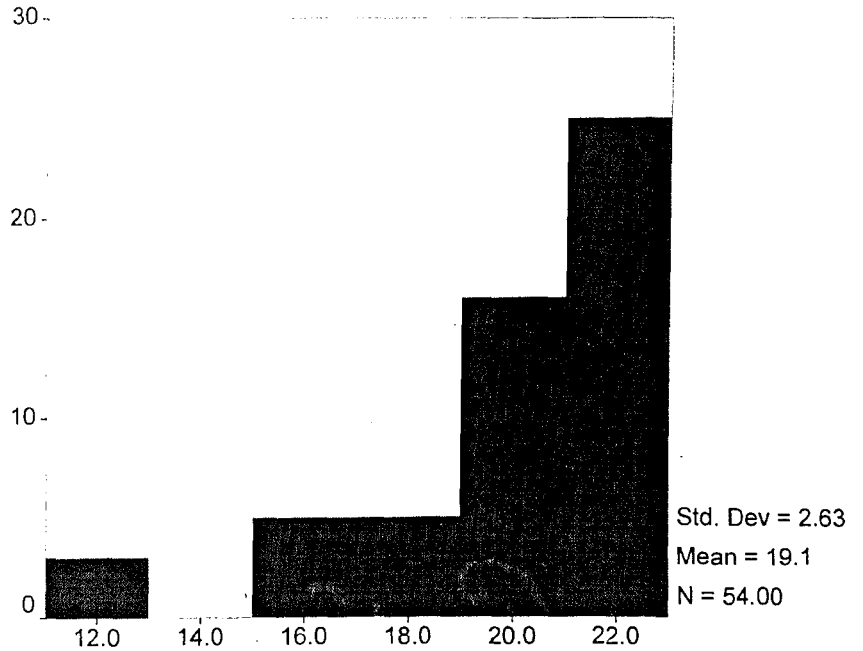
I have enclosed a stamped, self-addressed envelope for your convenience in returning the instrument. **Please return the completed instrument by July 30, 1999.** I will be happy to share the results with you when the findings are analyzed. If you have any questions, please feel free to contact me at 301-314-7165 or email at tzacker@union.umd.edu. Thank you very much for your assistance.

Sincerely,

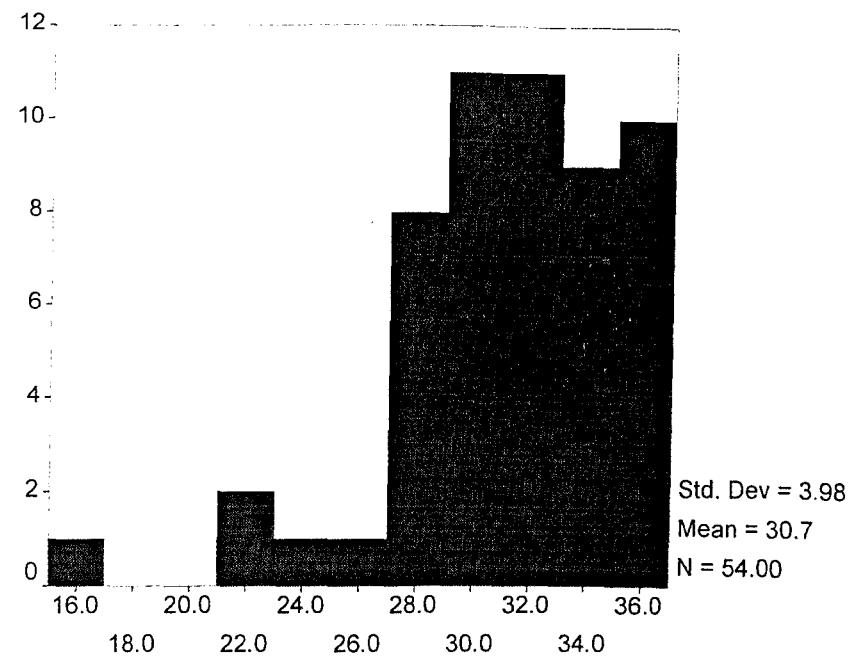
Terry Zacker

cc: Dr. Susan Komives, advisor

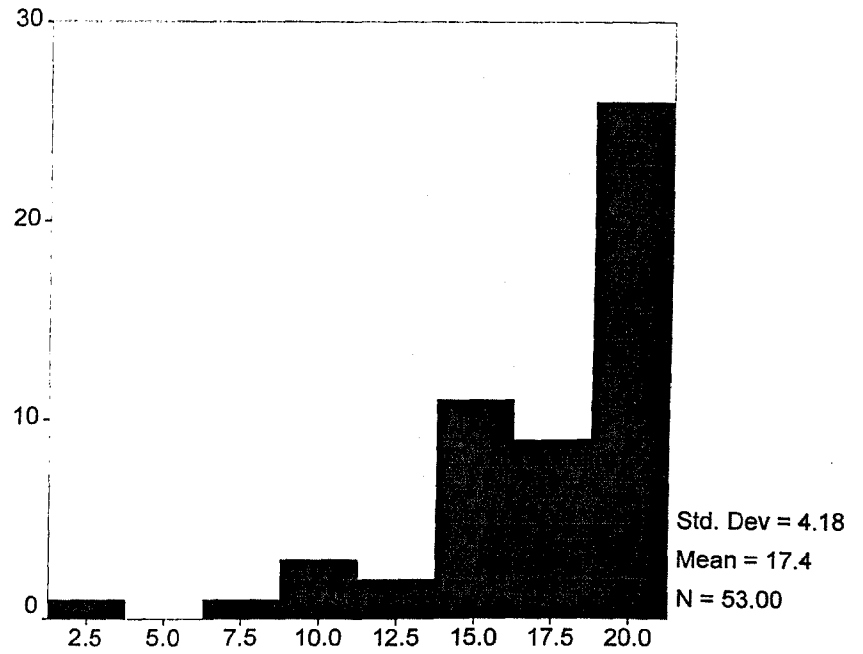
APPENDIX K
Skewness Plots for Importance and Accomplishment Ethics, Funding and Human Resources



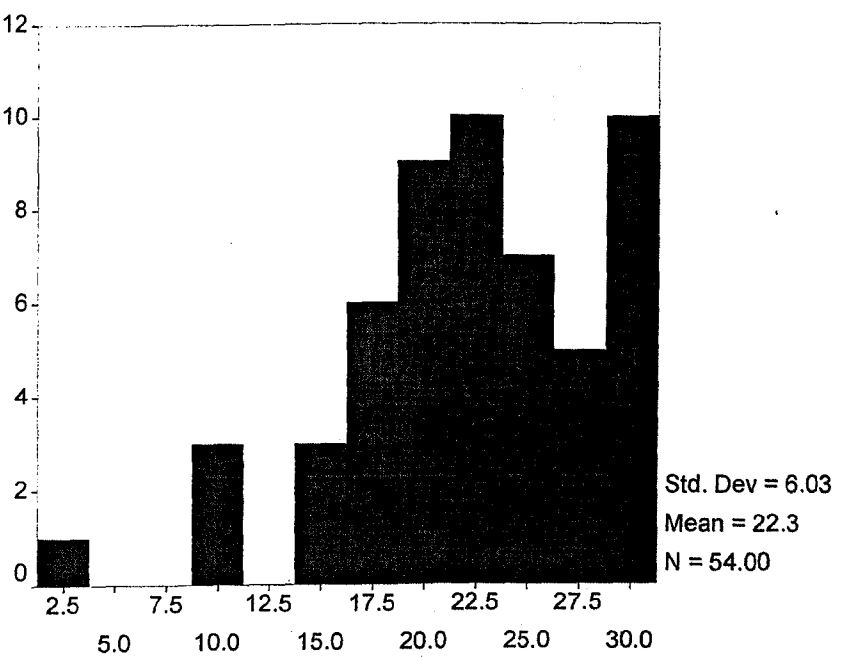
Ethics - Importance



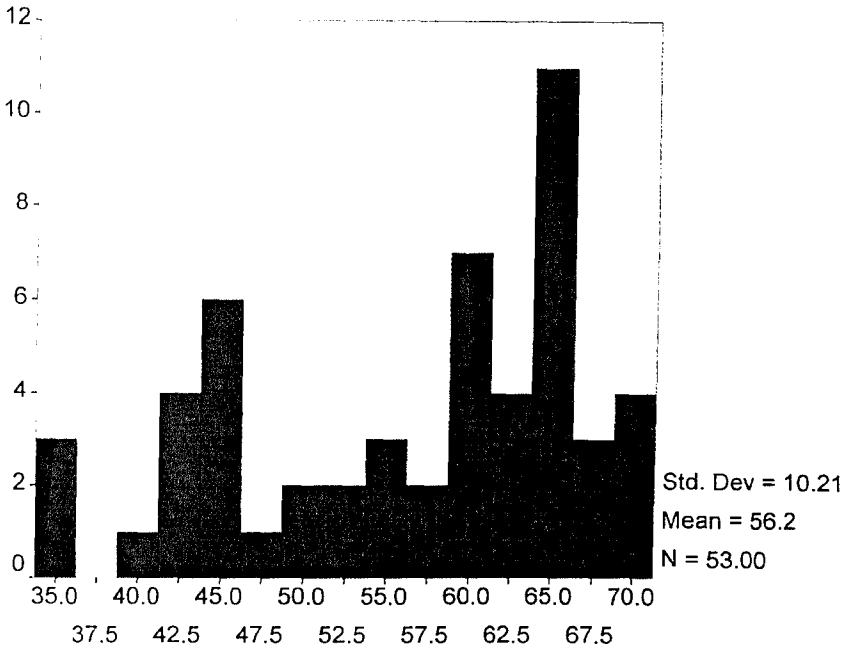
Ethics - Rating



Funding - Importance

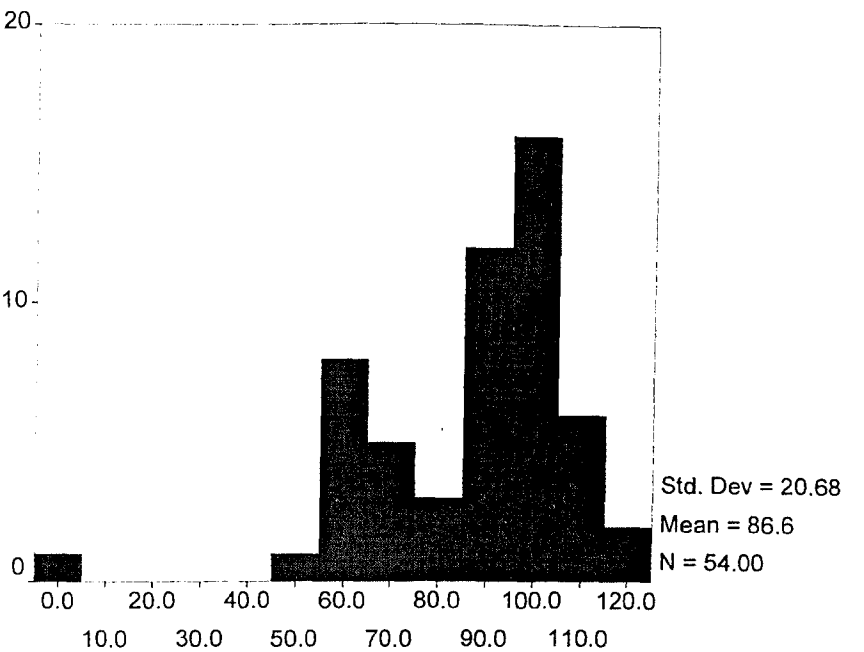


Funding - Rating



Human Resources - Importance

Graph



Human Resources - Rating

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